DOCUMENT RESUME

ED 422 259 SO 029 168

AUTHOR White, Jan; Simmons, Diane R.
TITLE Step into Africa, K-5. [Revised.]
INSTITUTION Denver Univ., CO. Center for Teaching International Relations.
ISBN ISBN-0-943804-86-8
PUB DATE 1994-00-00
NOTE 110p.
AVAILABLE FROM Center for Teaching International Relations, Graduate School of International Studies, University of Denver, 220 S. Gaylord Street, Denver, CO 80208-0268 ($26.95).
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *African Culture; *African History; *African Studies; Area Studies; Cultural Awareness; Culture; Elementary Education; Foreign Countries; Geography; Global Education; Multicultural Education; *Social Studies
IDENTIFIERS *Africa

ABSTRACT

This unit is designed for students in grades K-5. The unit provides an introduction to Africa through basic concepts and a conceptual framework for learning. The unit is divided into five sections with several lessons in each section. Sections include: (1) "Introduction"; (2) "Overview"; (3) "The World"; (4) "Africa: The Continent"; (5) "Africa: Its People"; and (6) "Africa: Its Animals." A resources section offers ideas for further study. (EH)

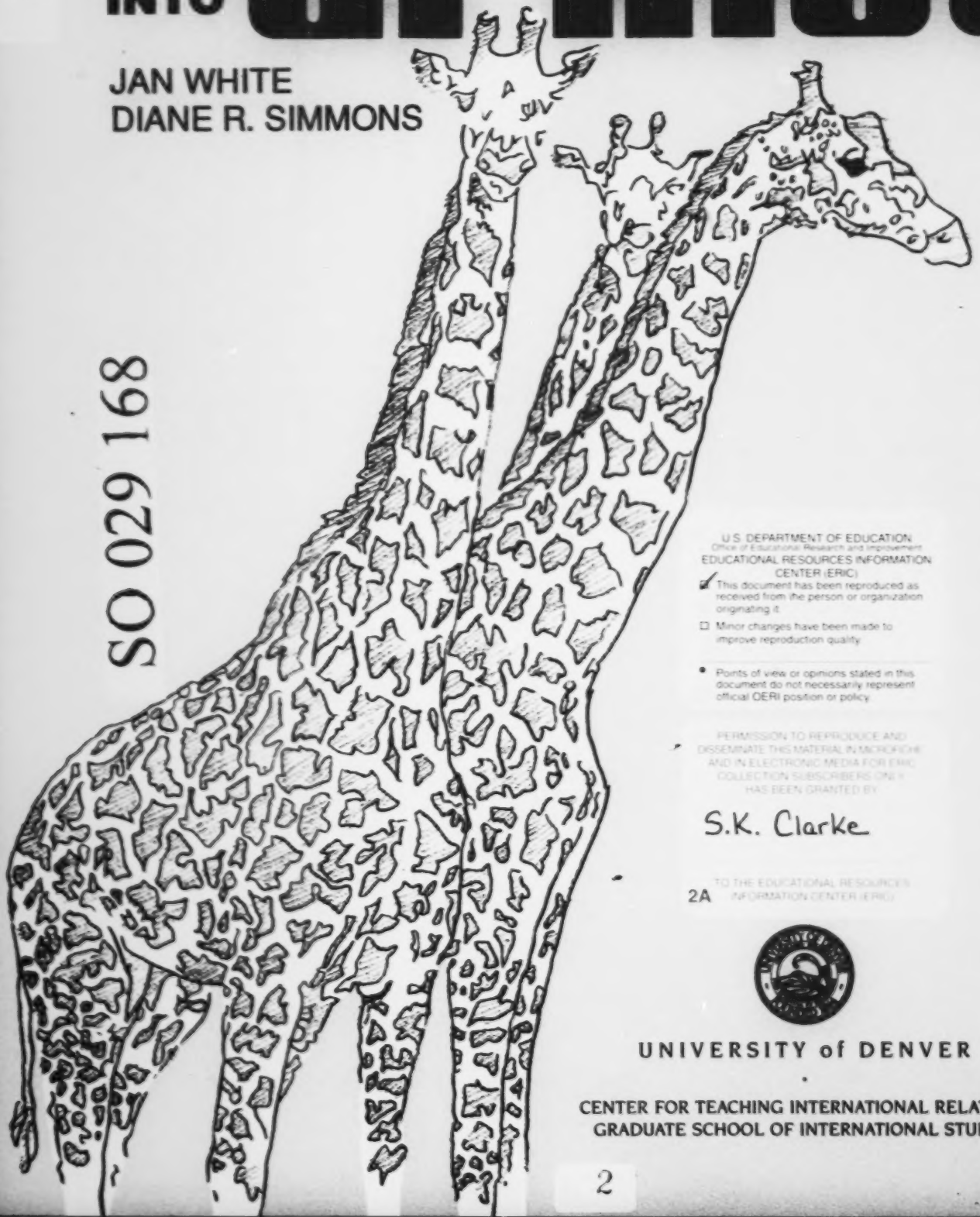
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 422 259

STEP INTO AFRICA

JAN WHITE
DIANE R. SIMMONS

K-5



SO 029 168

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

S.K. Clarke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

UNIVERSITY of DENVER

CENTER FOR TEACHING INTERNATIONAL RELATIONS
GRADUATE SCHOOL OF INTERNATIONAL STUDIES

STEP INTO AFRICA

By

JAN WHITE AND DIANE R. SIMMONS

CENTER FOR TEACHING INTERNATIONAL RELATIONS
UNIVERSITY OF DENVER
DENVER, COLORADO 80208

About the Authors

Jan White teaches third grade in the Cherry Creek School District (Colorado). When she was eleven years old, her family moved to Tripoli, Libya, for two years and this began a lifelong love of traveling and appreciation for people living in other cultures. Jan obtained her M.A., degree in Curriculum and Instruction with a cognate in International Relations from the University of Denver. She has taught school in Ten Sleep, Wyoming; Englewood, Colorado; Wales, United Kingdom as a Fulbright Exchange teacher; and more recently, on the island of Guam from 1990-92. Her educational experiences and travels have taken her to Scandinavia, Greece, Europe, Israel, Kenya, various Pacific islands, Japan and other Pacific Rim countries, Australia, New Zealand, all around the United States and Canada, and more recently, to Antarctica. Along with sharing her traveling experiences with her school and community, Jan enjoys animals, learning, and music, including playing her musical saw.

Diane Simmons is an elementary teacher who has taught first, fourth, and fifth grades. She received her B.A. from Regis College, Denver, Colorado, and earned an M.A. in Curriculum and Instruction with a cognate in International Relations from the University of Denver. She is currently teaching and developing curriculum for Youth Programs at the Denver Museum of Natural History. Diane has written curriculum in several subject areas including area studies, environmental awareness, food and hunger, and cultural diversity. Her publications include *Caretakers of a Good Planet* published by CTIR.

Teaching Materials From CTIR Publications

CTIR activity books are written and tested by classroom teachers who have special expertise in the pertinent content areas and pedagogies. Each book contains detailed descriptions for teachers on how to present activities, and associated master sheets for photoduplication of student exercise sheets. Teachers thus need only a single book for use with an entire classroom of students.

CTIR activity books are designed to be used as supplements to teachers' existing curricula, and to offer varied and different information, perspectives, and pedagogies than are often contained in standard curricula. Some books, however, offer a presentation of activities in a sequential manner, and can be used as "mini" curricula, according to teacher and school needs.

Although CTIR Publications is committed to providing balanced views in the context of its activities and books that address controversial issues, not all individuals will consider them to be comprehensively representative of all possible perspectives. We remind teachers that it is ultimately their responsibility to provide their students with a balanced array of perspectives on such issues, and to use any supplementary teaching materials that they offer in their classrooms according to the intent and spirit of the curriculum objectives of their individual school districts and communities.

The views expressed in CTIR activity books are the authors' and do not necessarily reflect those of the publisher.

Copyright 1989, revised 1994. The Center for Teaching International Relations, University of Denver, Denver, Colorado 80208-0268. All rights reserved. The materials in this volume may be reproduced for classroom use at the instance and inspiration of the individual teacher. Other than for individual classroom use, no part of this volume may be reproduced, stored, or transmitted by any means--mechanical, electronic, or otherwise--without written permission from the publisher.

Printed in the United States of America
ISBN 0-943804-86-8

TABLE OF CONTENTS

INTRODUCTION	1
OVERVIEW	3
What Do People Need?	4
Why Do I Laugh And Cry?	6
If I Ruled The World	8
THE WORLD	11
Around the World	12
It's Not Enough	16
AFRICA: THE CONTINENT	19
Take Me to Africa	20
Describing Africa	24
Fact-Finding Business Letters	26
A Map of Kenya	33
A Puzzling Experience	36
A Puzzling Task	40
African Proverbs and Places	47
Talk About Kenya	51
AFRICA: ITS PEOPLE	53
People of Africa	54
Anansi Names	57
The Elephant's Child	60
Jambo Means Hello	63
Folktale Theater	65
Fun with Food	67
Building a Kenyan Hut	71
Games Galore	73
AFRICA: ITS ANIMALS	81
Animals All Around Africa	82
At the Watering Hole	85
The Baobab Circle	88
Animal Tic-Tac-Toe	91
Roar Into Extinction	94
Graph That Animal	98
RESOURCES	101

INTRODUCTION

Objectives

This unit is designed to give students an opportunity to increase their awareness of the world outside their own environment. By learning about other countries, students will be able to compare their cultures and develop the following awareness and perspectives:

1. The world is a complex place where many different governments, values, viewpoints, and cultures exist.

2. People everywhere have the same basic needs.

3. People meet their needs in different ways according to what is available to them.

The students will begin to develop critical thinking skills that will enable them to creatively respond to global issues with appropriate knowledge and sensitivity for their age level.

Rationale

It is important for students to learn about other countries for many reasons. An early understanding of other cultures fosters a desire to become acquainted with other areas of the world beyond one's home region. Africa has many interesting facets which a child enjoys learning about, such as language, wild animals, and native customs that are rich with music, ceremonies, and folklore.

By comparing Africa with their own way of life, students can learn to appreciate new and different viewpoints. Other benefits include language appreciation, awareness of the meaning of the world "Culture," clarifying one's own values, and beginning to deal with the global issues around poverty, population growth, trade and commerce, economics, conservation, and other aspects of our world today.

©CTIR
University of Denver

OVERVIEW

©CTIR
University of Denver

WHAT DO PEOPLE NEED?

Introduction

In order to begin to understand the universality of all people, the students begin the unit with a brainstorming session of all the things they can think of that people need.

Objective

Students will be able to:

- Become aware of the common needs of all people.

Grade Level

K-5

Time

One class period

Materials

Magazines
Scissors
Paste/glue
8 1/2"x11" paper - enough for the class
Crayons or markers; use markers if the book is to be laminated

Procedure

1. Explain to the students that all people on the earth need certain things. For example, people need water to drink, a safe place to live, and food. Have the class brainstorm all the things people need and write their ideas on the chalkboard. Encourage all ideas, no matter how unusual. Be sure to differentiate between "want" and "need."

2. Have the students make a book showing the things that they need. Give each student a page of blank white paper and let them draw a picture about something they need. Or, have them cut out pictures and paste on the paper. Have students write a sentence about their picture if they can, or the teacher may write one for them.

3. Have them share their pictures with the class. The pages can then be laminated and put into a book for the class.

4. Hold a class discussion and ask the following:

- What things do we need in order to live in our city/town?
- Does everybody need the same things we do?
- What things might an Eskimo need that we wouldn't need?
- What things might a bushman who lives in a very dry desert need that we wouldn't need?

Follow-up

1. Interview members of your family to find out what each one needs.

2. Make a priority list of five things needed at school.

©CTIR
University of Denver

Suggestions for Book

What do people need?

Love	Feel useful	Food & water
Family	Be creative	Be happy
To belong	To learn	Have feelings
A friend	To play	A safe place

©CTIR
University of Denver

WHY DO I LAUGH AND CRY?

Introduction

"Do ye hear the children weeping, O my brothers. . .
. . .the young, young children, O my brothers,
They are weeping bitterly:
They are weeping in the playtime of the others. . ."

Elizabeth Barrett Browning

Emotions are felt by all of us. In this activity students share their stories about what makes them feel happy and sad. They listen to what makes children from other countries cry.

Objectives

Students will be able to:

- Recognize that feelings are experienced by everyone
- Record experiences that make people laugh and cry

Grade

K-3

Time

30 minutes

Materials

Handout #1, "Tears and Laughter"
Pencils
Crayons or markers
Scissors

Procedures

1. Explain to the class that everyone experiences joy, sadness, happiness, curiosity, anger, and a whole range of emotions. Let a few students share a reason for laughing. Have them finish the sentence: "I am laughing because..."

2. Pass out Handout #1 and have the students draw a picture of a smiling face on the left side of the page and complete the sentence "I am laughing because. . . ."

3. Read a few examples from the list at the end of this activity about what makes children cry. Let a few more students finish the sentence, "I am crying because..." Let the class respond to this by drawing a tear drop on the right side of the page and complete the sentence, "I am crying because. . . ."

4. Sit in a circle and share the stories with the class.

Follow-up

Cut the papers in half and make two class books from this activity. Ask the students what they learned from this lesson. The goal is for them to realize that others have happy and sad feelings just like theirs. Display the handouts around the room.

©CTIR
University of Denver

Further Suggestions

1. Talk about situations at school or at home when students feel strong emotion. Discuss what can be done to express these emotions in a way that is helpful for all concerned.

2. Have a feelings check-in every day for a week or longer. Students put a mark or sticker on a feelings chart. Talk abut what is happening in their lives.

3. Several mental health programs are available to schools. Invite a speaker to talk to the class from one of these organization.

Examples

1. My name is Ken. I live in California. I'm crying because I fell and broke my arm when I was playing.

2. My name is Joey. I live in Kansas. I'm crying because my mom didn't make me a dessert tonight.

3. My name is Fica. I live in Somalia. I'm crying because my little brother has recently died from drinking polluted water.

4. My name is Joseph Eyadema. I live in Togo. I'm crying because I go to bed hungry every night.

5. My name is Billy. I live in Chicago. I'm crying because my Mom has to work so hard and so long. I never get to see her.

6. My name is Sean. I live in Georgia. I'm crying because my little brother has recently died from drinking polluted water.

7. My name is Wan. I live in VietNam. I'm crying because my Grandmother did not buy me a Superman comic book when I went shopping with her.

8. My name is Susie. I live in Missouri. I'm crying because my Mom will not take me to the movies.

©CTIR
University of Denver

TEARS AND LAUGHTER

I am laughing because. . .

I am crying because. . .

©CTIR
University of Denver

IF I RULED THE WORLD

Introduction

This writing activity gives students an opportunity to write about a solution to a world problem.

Objective

Students will be able to:

- Use critical thinking skills when examining several world problems.

Grade Level

1-5

Time

One class period

Materials

Pencils
Crayons
Writing paper for each student with space for drawing a picture

Procedure

1. Ask students to name some important problems facing the world today, such as hunger, shelter, money, war, pollution, etc. Write their answers on the chalkboard.

2. Choose one problem such as hunger, and ask the students how they might solve this problem if they were the ruler of the world today and could do anything they needed to solve the problem. Write their ideas on the chalkboard. Try to elicit practical suggestions for growing crops, trading with friends, giving aid, or borrowing money. Ask students:

- Which solutions will work? Why?

- Which will not work? Why not?

3. Choose two more problems and discuss solutions for each of them in the same manner. Encourage the development of ideas to see the consequences of the solutions. Ask,

- What will happen then?

- Where could you get the money for that?

4. Pass out the writing paper and tell the students, "Today you are the ruler of the world. Choose one of the problems on the chalkboard and write about how you would solve that problem." The students can make up their own first sentence or use the following written on the chalkboard: "If I ruled the world I would stop _____." Encourage students to write about solutions that they think could be corrected.

©CTIR
University of Denver

5. After the stories have been written, have students draw a picture to illustrate the story, and let them read their stories aloud to the class.

6. Discuss the solutions to the stories after each one is read. Was this a good solution? Why or why not?

7. Have the students recall all the activities which were done during the lesson (brainstorming, finding solutions, reading, writing, illustrating, and evaluating).

Follow-up

1. Have a student panel discussion on how to solve other world problems.

2. Relate world problems with school problems. How are they similar? How are they different? Could they be solved in the same ways?

©CTIR
University of Denver

THE WORLD

©CTIR
University of Denver

AROUND THE WORLD

Introduction

This activity is an introduction to locating continents on a map. Prior to this lesson, the students should have become familiar with looking at a globe and learning the terms north, south, east, west, land, ocean, and equator.

Objectives

Students will be able to:

- Become familiar with the term continent.
- Recognize the names of the seven continents.
- See the relationship of north, south, east, and west between the seven continents.

Grade Level

1-3

Time

One class period

Materials

Globe
Yarn (enough to stretch across the classroom)
Shelf paper - Seven pieces, each 3 feet long for tearing out continents (small pieces are optional)
Four paper signs with North, South, East, and West printed on them
Handout #2, "Map of the World"
Crayons
Pencils

Procedure

1. Push the chairs and tables back to make an open space in the classroom.

2. Hold the globe and tell the students that today we will talk about the seven continents. Have them repeat the name of each continent while you point to each one on the globe: North America, South America, Europe, Asia, Africa, Australia, and Antarctica.

3. Draw a map of the world on the chalkboard, or put up Handout #2 on the chalkboard. Discuss the general shape of the continents and how you might tear out the shape of a continent from a piece of paper.

4. Split the class into seven equal groups and give each group a piece of shelf paper. Assign each group a continent to tear out and let them begin. Two students can measure a piece of yarn across the room and cut it to make the equator.

5. Once the continents have been torn, hand out the signs for North, South, East, and West to four students. Let them put the signs on the four walls of the classroom in the correct relationship to the equator on the floor.

©CTIR
University of Denver

6. Place South America and Africa on the equator. The students who tore out these continents can sit down by their continents. Ask the question: "What continent is north of South America?" Let the students holding North America sit down with their continent on the floor. Ask, "What continents are north of Africa?" Add Europe and Asia to the floor map. Ask, "What continent is east of Africa?" Add Australia to the map.

7. Once this is done, review the names of the continents. Students sitting by their continents can hold up their hands when their continent is called. Call out the continents again and have students remove them from the floor as you call them out.

9. At this point, have students put the desks and chairs back into their regular position.

10. Pass out the maps of the world (Handout #2) and have students return to their seats and get their crayons.

11. Give the following directions for coloring each continent:

Color North America orange.
Color South America purple.
Color Europe blue.
Color Asia brown.
Color Africa green.
Color Australia red.
Color Antarctica yellow.

12. Have a class discussion and ask:

- Can you tell me the names of the continents?
- How many continents are there?
- Which continents are on the equator? Which are north of the equator?
- Where is Australia located?
- Which continent do we live on?
- Who can give the definition of a continent?

Follow-up

1. Grade the maps for correct coloring. Have students correct their errors.

2. Use the responses from the follow-up questions to determine if more review is necessary.

©CTIR
University of Denver

3. Have students bring in a map for sharing. Encourage maps from other countries.

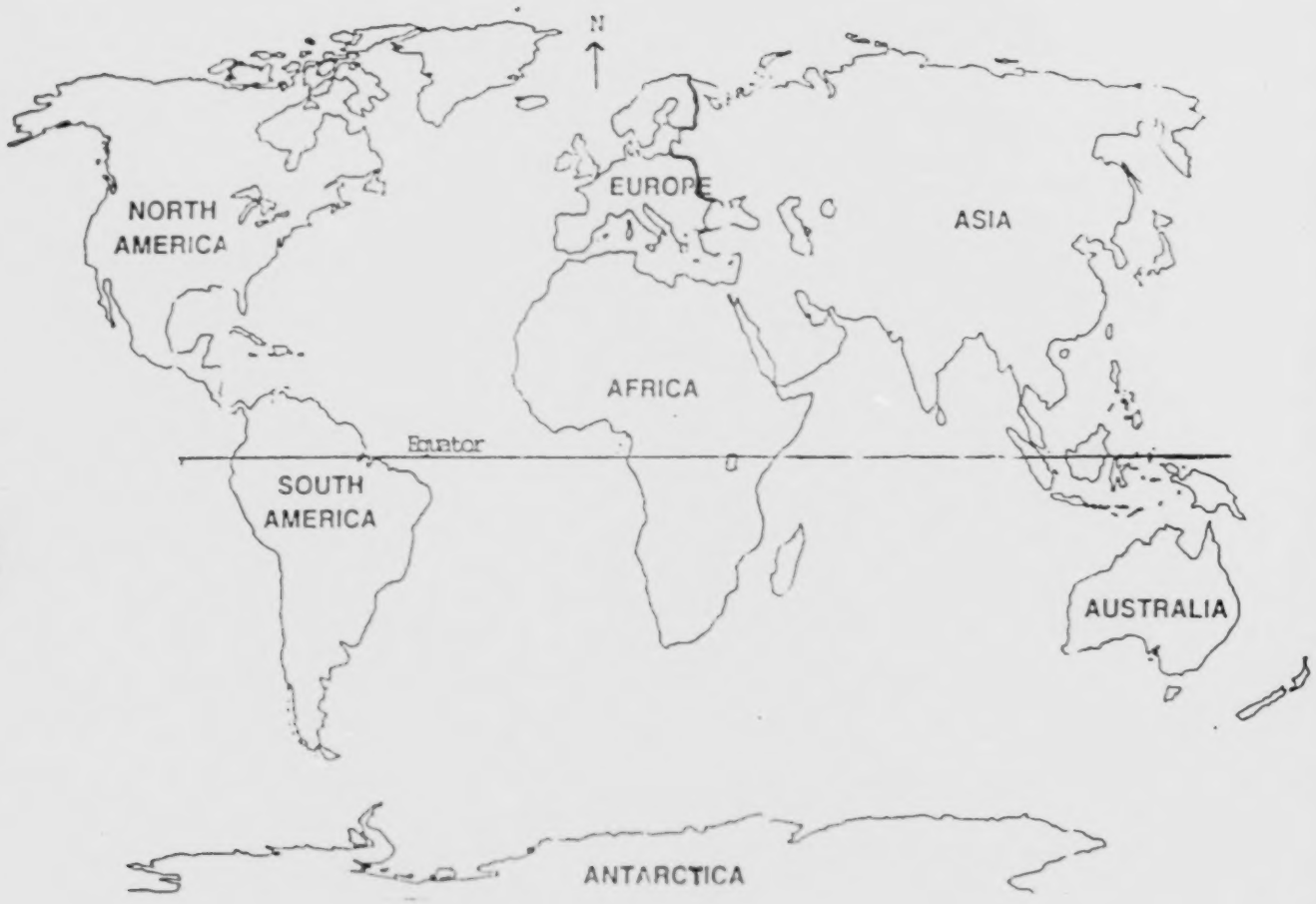
4. Make a map showing how you come to school. Describe your route to the class.

5. Draw a world map on a blow-up balloon.

6. Put the torn out continents in a center for the students to work with at a later time.

©CTIR
University of Denver

MAP OF THE WORLD



©CTIR
University of Denver

IT'S NOT ENOUGH

Introduction

This activity is an adaptation of the game "Going After Mr. Goodbar" in which students are given differing amounts of food. They play the game which is then used to discuss issues around food distribution and hunger.

Objectives

Students will be able to:

- Experience various lessons in economics.
- Evaluate feelings and awareness around the game.

Grade Level

1-5

Time

30 minutes

Note: If this game is played at the beginning of the first grade year, put only M and Ms in the bag for the students so the game is less complicated.

Materials

"Banker" signs (2)
3 bags of Hershey's Kisses
Bowls for the bankers to put candy in
1 sandwich baggie for each student with varying amounts of M and Ms and peanuts in each bag, some bags should contain just a few peanuts, another bag should contain a large amount of peanuts and M and Ms
One piece of 12" x 18" construction paper with this graph on it:

1	2	3	4	5	6	7	8	9	10	11	12

4" x 4" white squares of paper - enough for each student
Pencils

Procedure

1. Choose two "Bankers" and assign them to their table.

2. Give the bowls of kisses to Bankers. Pass out a baggie to each of the rest of the students. Explain that they will have a certain amount of time to trade the food that is in their bags for the Hershey's Kisses that the bankers have. The goal is to try to collect as many Hershey's Kisses as possible by the end of the game. Students may play alone or with friends. They may trade with the bank and with each other. The exchange with the bank is this: (Write this on the chalkboard.)

5 peanuts = 1 M and M
5 M and Ms = 1 Hershey's Kiss

3. Let the students begin to exchange their food. After four to five minutes, pass out additional M and Ms in random amounts to everyone in class. Tell the students that they had good crops this year. After ten

©CTIR
University of Denver

minutes, or when the game seems to have reached its peak, gather the class together to check the results.

4. Graph the number of students who accumulated from 1 to 12 Hershey's Kisses. Tally marks on the construction paper grid under the appropriate numbers. This can be displayed in the classroom.

5. For younger students give them a 4"x 4" card and have them draw a face on one side to show how they felt about the game. They may write a few words or a sentence about their feelings on the other side if time permits.

6. For older students, have them write a few sentences about the feelings they had while playing the game.

7. Discuss the following:

- How did you feel about the game? (Let students share their face card and feelings response.)
- Did everyone have the same amount of food?
- How did you feel about the students who received very small amounts of food? About those who had more food than you?
- Does this happen in the real world? (Talk about how some people do not have enough food to live on, and others have more food than they can use.)
- How do we as a class now feel about world hunger?
- What can we do about the problem?

Follow-up

1. Do a class project with hunger as the theme.

2. Write a letter to a government official, or to the leader of your country expressing concern about hunger problems.

3. Play the game again with new rules or strategies such as taxation, forming cartels, or the bank closing.

4. Cut out and collect articles about hunger.

©CTIR
University of Denver

AFRICA:
THE CONTINENT

©CTIR
University of Denver

TAKE ME TO AFRICA

Introduction

This activity focuses on the geographical features of Africa. As a result of this activity, students become more familiar with the vast continent of Africa.

Objectives

Students will be able to:

- Learn the definition of "geography" as the land formations that we see on the earth.
- Become familiar with several geographical features of Africa.
- Produce an illustrated map of Africa using listening and direction following skills.

Grade Level

1-3

Time

One class period

Materials

Chalkboard or overhead projector
Pencils
Crayons or markers
Handout #3, "Map of Africa"

Procedure

1. Tell the students what they would see if they were to go outside and look around. Talk about various features such as mountains, plains, rivers, etc. Define "geography" as the land formations that we see on the earth.

2. Discuss some of the various land formations found in the world (lakes, rivers, mountains, valleys, deserts, waterfalls, etc.)

3. Play a riddle game with the above words. Say: "I'm thinking of a place where water goes thundering over a big cliff and lands far below in a stream. What is it?" (a waterfall) "I'm thinking of a place where sand piles up into big hills that are fun to run and play on. What is it?" (sand dunes) Let the students take turns leading the game. Help them make up riddles for words like "mountain," "lake," "river," "volcano," "jungle," "desert," and "grassland."

4. Show the class Handout #3 and review the directions on north, south, east and west. Tell them that Africa is a big continent with hundreds of different groups of people living there. It is divided up into many countries such as Egypt, Kenya, Botswana, and South Africa. Africa has the kinds of land formations on it that we just talked about in the riddle game. Tell the students that they will be drawing several land formations on our maps.

©CTIR
University of Denver

5. Draw a big outline of Africa on the chalkboard or use the overhead projector. Give the students directions to fill in the following words on their maps after writing them on the map on the chalkboard: Africa (on the top line), north, south, east, and west.

6. Give the following directions and have the students draw the formations on their maps. Show each example on the map on the chalkboard. Some students may need assistance.

a. Draw sand dunes with a yellow crayon in North Africa and color that area yellow. This is the Sahara Desert. It is very large and covers many countries.

b. Draw mountains in the northwest (Atlas Mountains), the southeast (Drakensberg Mountains), and to the northwest of Lake Victoria (Ruwenzori Mountains).

c. Color Lake Victoria blue. This is the second largest lake in the world next to Lake Superior in the United States.

d. Trace the four rivers with a blue crayon on your map. These rivers are the Nile, Zambezi, Niger, and the Congo. The Nile is a very long river that runs through the country of Egypt where Ramses II lived.

e. Draw an orange line for the Great Rift Valley. This long valley was formed many millions of years ago as extensional forces caused larger blocks of land to drop down relative to adjacent blocks of land. Earthquakes still occur there.

f. Draw a waterfall on the Zambezi River at the bottom of the map just before the river splits into two parts. This is Victoria Falls, one of the most beautiful falls on earth.

g. Draw a jungle in central Africa along the Congo river. Example palm tree, etc.

h. Draw pyramids in Egypt and explain that the kings of Egypt made these.

i. Draw some camels on the Sahara Desert, and add elephants, lions, and zebras to the map (south of the Sahara) if desired.

j. Draw Mt. Kilimanjaro between Lake Victoria and the Indian Ocean. This dormant volcano is 19,340 feet high. It is the tallest mountain in Africa.

k. Put a skull near the bottom and to the east of Lake Victoria. This is where the Leakey family discovered bones of early relatives of man that lived 1,750,000 years ago.

©CTIR
University of Denver

7. Check the maps for accuracy when the students are finished.

8. Ask students:

- What continent did we learn about today?
- Name three things that were drawn on the maps.
- What does the word "geography" mean? (The land formations that we see on earth.)

9. Review some of the major land formations.

Follow-up

1. Make clay or Playdoh relief maps of Africa or an imaginary country.

2. Play the riddle game again using land formations from the African maps.

3. Bring in maps to share with the class.

4. Make a collage of interesting geographical places on the earth.

Key to Map

©CTIR
University of Denver

MAP OF AFRICA

©CTIR
University of Denver

DESCRIBING AFRICA

Introduction

Many children do not picture Africa with skyscrapers and African people wearing western clothes. Although some countries are more traditional, many are modern as well. This activity will expose the students to this concept while reviewing their use of adjectives.

Objectives

Students will be able to:

- Work together in small groups.
- Brainstorm numerous adjectives.
- Become familiar with a variety of traditional and nontraditional African pictures.

Grade Level

4-6

Time

One class period

Materials

Six pictures that depict a variety of traditional and nontraditional scenes from Africa (people, landscape, animals, houses, etc.); *National Geographic* is a good source
Six different colors of construction paper for mounting pictures
36 strips of tagboard (2" x 6")
Markers
Yarn, or strips of colored construction paper

Procedure

1. Post the African pictures with a construction paper mat behind each on a bulletin board.

2. Divide the students into six small groups.

3. Review the definition of an adjective and ask for examples.

4. Without much explanation or description, show the students the mounted pictures. Their task is, as a group, to write down six adjectives for each picture. When they have completed the lists, they should rank each one with 1st, 2nd, and 3rd choices to avoid duplicate adjectives among the groups.

5. Have a spokesperson from each group tell an adjective for each picture. Discuss the subject of the picture as well as the appropriate adjectives.

6. Pass out six tagboard strips to each group and have a student write the adjective that they decided to use for each of the six pictures. (They could write the word with a marker the same color as the mat to further the association.)

©CTIR
University of Denver

7. Mount the tagboard strips around the correct picture and connect the adjective to the picture with something that is the corresponding color of the construction paper mat (marker, yarn, construction paper strips, etc.).

8. Hold a class discussion and ask:

- Was it easy to think of adjectives for each of the pictures? Which pictures were the most difficult and why?
- Did you initially think that all of the pictures were from Africa?
- Were you surprised that the pictures were of Africa? If yes, which pictures specifically and why?
- Which pictures show Africa as it is typically portrayed?

Follow-up

Collect more pictures that depict various scenes of Africa and discuss them with the students.

©CTIR
University of Denver

FACT-FINDING BUSINESS LETTERS

Introduction

Africa is a culturally and physically diverse continent. The students will write letters to a number of different countries asking for information that will show the variety among them.

Objectives

The students will be able to:

- Write a fact-finding business letter.
- Become familiar with information about Africa's various countries.

Grade Level

4-6

Time

One class period initially, and 15 minute time slots later for students to orally share the information they receive with the class.

Materials

Handout #4, "Business Letter Format"
Paper
Pencils
Stamps and envelopes
Handout #5, "Information Sources for African Countries"
Envelopes - 8 1/2" x 11"

Procedure

1. Introduce and explain the activity.

2. Discuss the business letter format and distribute a copy of Handout #4 to each student.

3. Brainstorm ideas of what to include when requesting information in the letter they are going to write. Write the suggestions on the chalkboard for reference.

4. Distribute a copy of Handout #5 to each student and have them choose a country and embassy to which they will write their letters.

5. Have students compose a first draft of their letter; have it proofed; and write a final copy. Mail the letters. Explain to students that not everyone will get a reply, but hopefully enough information will arrive to show some of the diversity of the continent.

6. Whenever a student receives some mail, they should read the material and then share it orally with the class.

7. After a student has reported on the information, place it in a large envelope with the name of the country on it. Allow the students to check out the material during a break or silent reading period, etc.

8. Review the material that the students have received and ask the following questions:

©CTIR
University of Denver

- Do you think the information paints an accurate picture of the countries? Why or why not? If not, which country or countries isn't portrayed in a correct manner and how do you know?
- Is there more to the countries than the information suggests? Why or why not?
- Based on the material, which country would you like to go and visit? Why?

Follow-up

Get a brochure or other tourist information about the United States or the country in which the students live. Ask the students if they would have included the same information. If not, ask what was excluded and why they think it was.

©CTIR
University of Denver

BUSINESS LETTER FORMAT

Date
Printed Name
Address
(School address)

Inside Address
(Embassy address)

Greeting:

Body (Indent paragraphs)

Closing,

Signature

©CTIR
University of Denver

INFORMATION SOURCES FOR AFRICAN COUNTRIES

Algeria
2118 Kalorama Rd., Washington, DC 20008; 435 Daly Avenue, Ottawa, Ontario K1N 6H3 Canada; 54 Holland Park, London, W11, England

Angola
Not available.

Benin
2737 Cathedral Ave., NW, Washington, DC 20008; 58 Glebe Ave., Ottawa, ON K1S 2C3, Canada

Botswana
4301 Connecticut Ave., NW, Suite 404, Washington, DC 20008; 162 Buckingham Palace Rd., London, SW1, England

Burkina Faso
2340 Massachusetts Ave., NW, Washington, DC 20008; 48 Range Rd., Ottawa, ON K1N 8J4, Canada

Burundi
2233 Wisconsin Ave., NW, Washington, DC 20007; 151 Slater St., Suite 800, Ottawa; ON K1P 5H3, Canada

Cameroon
2349 Massachusetts Ave., NW, Washington, DC 20008; 84 Holland Park, London, W11, England

Cape Verde
3415 Massachusetts Ave., NW, Washington, DC 20007

Central African Republic
1618 22nd St., NW, Washington, DC 20008

Chad
2002 R St., NW, Washington, DC 20009

Comoros
Not available

Congo
4891 Colorado Ave., NW, Washington, DC 20011

Djibouti
866 United Nations Plaza, New York, NY 10017

Egypt
2310 Decatur Pl., NW, Washington, DC 20008; 26 South St., London, W1, England; 454 Laurier Ave. E., Ottawa, ON K1N 6R3, Canada

©CTIR
University of Denver

Equatorial Guinea
801 Second Ave., New York, NY 10017

Ethiopia
2134 Kalorama Rd., NW, Washington, DC 20008; 17 Prince's Gate, London, SW7, England

Gabon
2034 20th St., NW, Washington, DC 20009; 4 Range Rd., Ottawa, ON K1N 8J5, Canada; 48 Kensington Court, London, W8, England

Gambia, The
1785 Massachusetts Ave., NW, Washington, DC 20036; 57 Kensington Court, London, W8, England

Ghana
2460 16th St., NW, Washington, DC 20009; 13 Belgrave Square, London, SW1, England

Guinea
212 Leroy Place, NW, Washington, DC 20008

Guinea-Bissau
211 E. 43rd St., New York, NY 10017

Ivory Coast
2424 Massachusetts Ave., NW, Washington, DC 20008; 2 Upper Belgrave St., London SW1, England

Kenya
2249 R St., NW, Washington, DC 20008; 45 Portland Place, London, W1, England

Lesotho
Caravel Bldg., Suite 300, 1601 Connecticut Ave., NW, Washington, DC 20009; 350 Sparks St., Suite 910, Ottawa, ON K1R 7S8, Canada; 10 Collingham Road, London, SW5, England

Liberia
5201 16th St., NW, Washington, DC 20011; 21 Prince's Gate, London, SW7, England

Libya
5 St. James Square, London, SW1, England

Madagascar
2374 Massachusetts Ave., NW, Washington, DC 20008

Malawi
1400 20th St., NW, Washington, DC 20036; 33 Grosvenor St., London, W1, England

Mali
2130 R St., NW, Washington, DC 20008; 50 Ave. Goulburn, Ottawa, ON K1N 8C8, Canada

©CTIR
University of Denver

Mauritania
2129 Leroy Place, NW, Washington, DC 20008

Mauritius
Suite 134, 4301 Connecticut Ave., NW, Washington, DC 20008; 32-33 Elvaston Place, London, SW7, England

Morocco
1601 21st St., NW, Washington, DC 20009; 38 Range Rd., Ottawa, ON K1N 8J4, Canada

Mozambique
1990 M St., NW, Washington, DC 20036

Namibia
Not available

Niger
2204 R St., NW, Washington, DC 20008; 38 Blackburn Ave., Ottawa, ON K1N 8A2, Canada

Nigeria
2201 M St., NW, Washington, DC 20037; 295 Metcalfe St., Ottawa, ON K2P 1R9, Canada; Nigeria House, 9 Northumberland Ave., London, WC2, England

Reunion
Not available

Rwanda
1714 New Hampshire Ave., NW, Washington, DC 20009; 350 Sparks, Suite 903, Ottawa, ON K1R 7S9, Canada

Sao Tome and Principe
801 Second Ave., Suite 1504, New York, NY 10017

Senegal
2112 Wyoming Ave., NW, Washington, DC 20008; 11 Phillimore Gardens, London, W8, England

Seychelles
820 Second Ave., New York, NY 10017; 50 Conduit St., London, W1, England

Sierra Leone
1701 19th St., NW, Washington, DC 20009

Somalia
600 New Hampshire Ave., NW, Washington, DC 20037; 60 Portland Pl, London, W1, England

©CTIR
University of Denver

South Africa
3051 Massachusetts Ave., NW, Washington, DC 20008; 15 Sussex DR., Ottawa, ON K1M 1M8, Canada; South Africa House, Trafalgar Square, London, WC2, England

Sudan
2210 Massachusetts Ave., NW, Washington, DC 20008; 3 Cleveland Row, London, SW1, England

Swaziland
4301 Connecticut Ave., NW, Washington, DC 20008; 58 Pont St., London, SW8, England

Tanzania
2139 R St., NW, Washington, DC 20008; 50 Range Rd., Ottawa, ON K1N 8J4, Canada; 43 Hertford St., London, W1, England

Togo
2208 Massachusetts Ave., NW, Washington, DC 20008; 12 Chemin Range Rd., Ottawa, ON K1N 8J3, Canada; 20 Wellington Court, 116 Knightsbridge, London, SW1, England

Tunisia
2408 Massachusetts Ave., NW, Washington, DC 20008; 515 O'Connor St., Ottawa, ON K1S 3P8, Canada; 29 Prince's Gate, London, SW7, England

Uganda
5909 16th St., NW, Washington, DC 20011; 170 Laurier Ave., Suite 601, Ottawa, ON K1P 5V5, Canada; Uganda House, 58-59 Trafalgar Square, London, WC2, England

Western Sahara
Not available

Zaire
1800 New Hampshire Ave., NW, Washington, DC 20009; 18 Range Rd., Ottawa, ON K1N 8J3, Canada; 26 Chesham Place, London, SW1, England

Zambia
2419 Massachusetts Ave., NW, Washington, DC 20008; 130 Albert St., Suite 1610, Ottawa, ON K1P 5G4, Canada; 2 Palace Gate, London, W8, England

Zimbabwe
2852 McGill Terrace, NW, Washington, DC 20008; Place de Ville, Tower B, 112 Kent St., Suite 915, Ottawa, ON K1P 5P2, Canada; Zimbabwe House, Strand, London, WC2, England

©CTIR
University of Denver

A MAP OF KENYA

Introduction

In this lesson the students will participate in becoming a map of Kenya. They will outline the borders and mark or represent various features on the map. Using the handout, students will color the map an answer questions about Kenya. Singing is included.

Objectives

Students will be able to:

- Experience making a living map of Kenya.
- Become familiar with important landmarks.
- Follow verbal and written directions.

Grade Level

K-3

Time

One class period

Materials

6 sheets of large blue construction paper or corresponding shelf paper
6 sheets of large black construction paper or corresponding shelf paper
Handout #6, "Map of Kenya"
Pencils
Crayons or markers

Procedure

1. Arrange the class into the shape of Kenya's borders. (Students may sit on the floor or in chairs.) Let the front of the classroom be north. The shape of Kenya is roughly a box with three of the sides slightly curved inward. The bottom line slants downward in a lop-sided triangle for the coastline and border with Tanzania.

2. Tear a long strip of blue construction paper for Lake Turkana and a large round one for Lake Victoria. Use the rest of the blue paper to mark the Indian Ocean.

3. Add the Great Rift Valley. Have one or two students lie down on the length of Kenya for Lake Turkana straight south to the border. Sing "The Great Rift is Falling Down" to the tune of "London Bridge is Falling Down."

4. Place a student in position for Mt. Kenya and one for Mt. Kilimanjaro. Sing "On Top of Mt. Kenya" to the tune of "On Top of Old Smoky."

5. Tear three small black circles to mark the cities of Mombasa, Nairobi, and Kisumu. Tear black paper into strips and make these the train tracks from Mombasa, through Nairobi, to Kisumu. Sing "I've Been Workin' On the Railroad."

©CTIR
University of Denver

6. There are several game preserves and national parks in Kenya where animals are protected and allowed to live in large uninhabited areas. Sing "Old McDonald Had A Park." For the animals use:

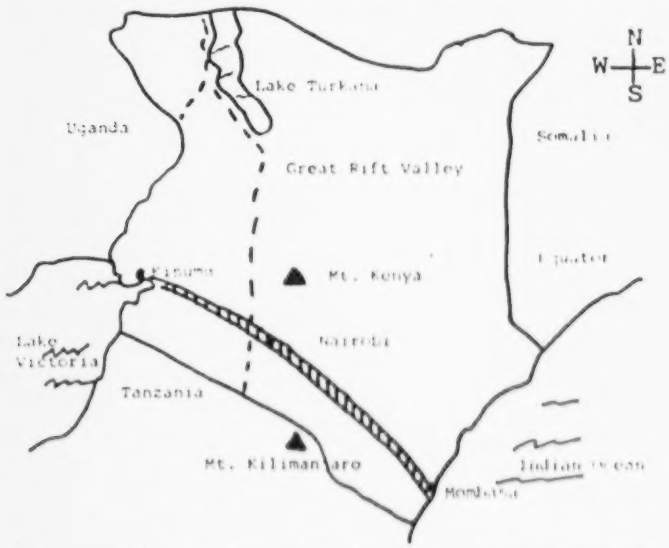
lion	(roar)	cheetah	(rroww)
warthog	(snort)	elephant	(trumpet sound)
zebra	(snort)	baboon	(grunt)

7. Review the places on the map while the students are still sitting. Have the students raise their hands or touch the place when it is called out: The border, Lake Turkana, Lake Victoria, Indian Ocean, Great Rift Valley, Mt. Kenya, Mt. Kilimanjaro, Mombasa, Nairobi, Kisumu, and the Railroad.

8. Pass out Handout #6. Read the directions at the bottom of the map for the questions and finish them together if needed. The maps may be colored when finished.

9. Check the maps for completion and accuracy.

Key to Map



Follow-up

1. The activities in this lesson may be adapted for other countries in Africa.

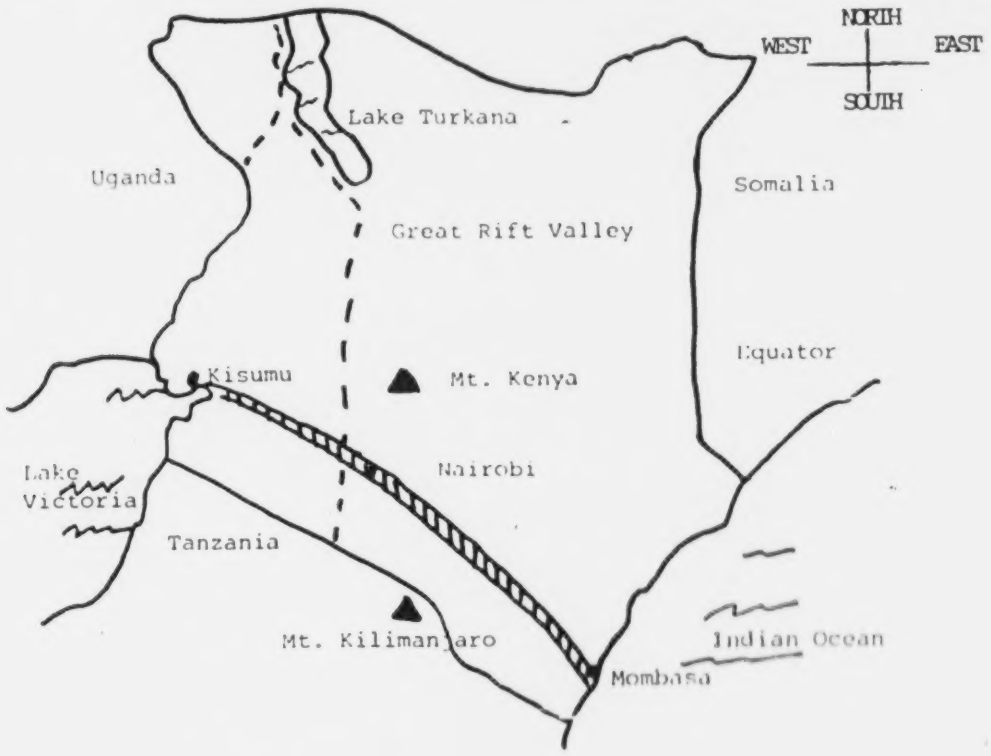
2. Ask the students several questions about this material on the following day as a review.

3. Do a research project on another African country. Some students may want to bring in material or write a report.

4. Make relief model maps of Africa or another country in Africa.

©CTIR
University of Denver

MAP OF KENYA



Circle the correct answer.

1. People come to Kenya to see _____.	People/Animals	The Queen
2. Which one is in Kenya?	Equator	North Pole
3. What is in the north?	Lake Turkana	Lake Victoria
4. What is in the west?	Lake Turkana	Lake Victoria
5. The Great Rift Valley goes north and south.	Yes	No
6. Does the equator go north and south?	Yes	No

©CTIR
University of Denver

A PUZZLING EXPERIENCE

Introduction

This is a language arts activity consisting of two worksheets. One provides practice in reading the names of countries in a word search puzzle. The other one provides practice for making new words from a given word.

Objectives

Students will be able to:

- Recognize the names of countries in a word search puzzle.
- Create a new list of words from a given heading in a cooperative learning setting.

Grade Level

1-3

Time

One class period

Materials

Handout #7, "Hidden Countries"
Handout #8, "Making New Words"
Map of Africa

Procedure

1. Show Handout #7 to students and explain the procedure of circling the words in the puzzle. Allow time for the students to finish the puzzle. Discuss the words and their location on the puzzle when the majority of the class has finished. The countries could be shown on the map as well.

2. Distribute Handout #8. Discuss the word "Africans" at the top of the handout. Tell the students to work together at their seats or in small groups to find new words and fill in the blanks. Use only the letters in the word "Africans." Each student should try to fill in all the blanks by the end of a few minutes, or a specified time period.

3. Repeat the same process for the second heading, "Five Elephants." Allow several minutes to write words on the papers.

4. Ask students the following questions: How many words did you make from "Africans?" How many from "Five Elephants?"

5. Have students share their favorite word by writing it on the chalkboard.

6. Have the students draw a picture or write a sentence with three of their words in it.

Follow-up

1. Use some of the student's sentences for sentence lifting. (This is an *Open Court* activity where an incorrect sentence is written on the board by the teacher. The sentence, which is taken from the

©CTIR
University of Denver

students' papers, is corrected by the students so that it is now correct.)

2. Let the students choose words from which the class can make new words.

3. Have the class make their own word search puzzles from five to six vocabulary words.

HIDDEN COUNTRIES

S	O	U	T	H	A	F	R	I	C	A
O	K	B	O	N	I	G	E	R	I	A
M	E	K	G	H	A	N	A	L	A	Z
A	N	G	O	L	A	M	J	W	D	C
L	Y	I	R	C	O	N	G	O	P	H
I	A	U	H	V	Z	A	I	R	E	A
A	D	E	G	Y	P	T	A	S	F	D

Word List

Angola
Chad
Congo
Egypt
Ghana
Kenya
Niger
Somalia
South Africa
Togo
Zaire

©CTIR
University of Denver

MAKING NEW WORDS

Name _____

Africans

_____ _____ _____

_____ _____ _____

Five Elephants

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

©CTIR
University of Denver

A PUZZLING TASK

Introduction

One way to learn about the natural resources of a place is to look at the items it exports. Lifestyles can be reflected in what a place will import. Students will decide what Africa and the United States reveal about their country/countries after solving puzzles to determine some of the imports and exports for each.

Objectives

Students will be able to:

- Learn how to solve a crossword puzzle.
- Speculate on the origin of imports and exports from Africa and the United States.
- Make inferences about Africa and the United States based on their imports and exports.

Grade Level

4-6

Time

One class period

Materials

Handout #9, "Crossword Puzzle"
Handout #10, "Word Search"
Pencils or markers
Handout #11, "Imports and Exports of the United States and Africa"

Procedure

1. Divide the class into pairs. Distribute Handout #9 and have each pair solve the crossword puzzle, writing the correct answers on their own copy of the puzzle.

2. When they have finished, give the students Handout #10 and have them individually complete the word search.

3. Ask the entire class to look at the answers from both puzzles. Tell the students that the crossword puzzle items are imports and the word search items are exports from the United States and Africa. Define import and export if necessary.

4. Make a list of items on the chalkboard under the headings of imports and exports.

5. In pairs, have students write on the puzzles which items are from the United States and which are from Africa. (Hint: some of the items apply to both.)

6. When students have finished, take a vote on the origin of each of the items on the board. Write the most popular answer next to each word and then write the correct country or continent. You may distribute Handout #11 to students for them to keep.

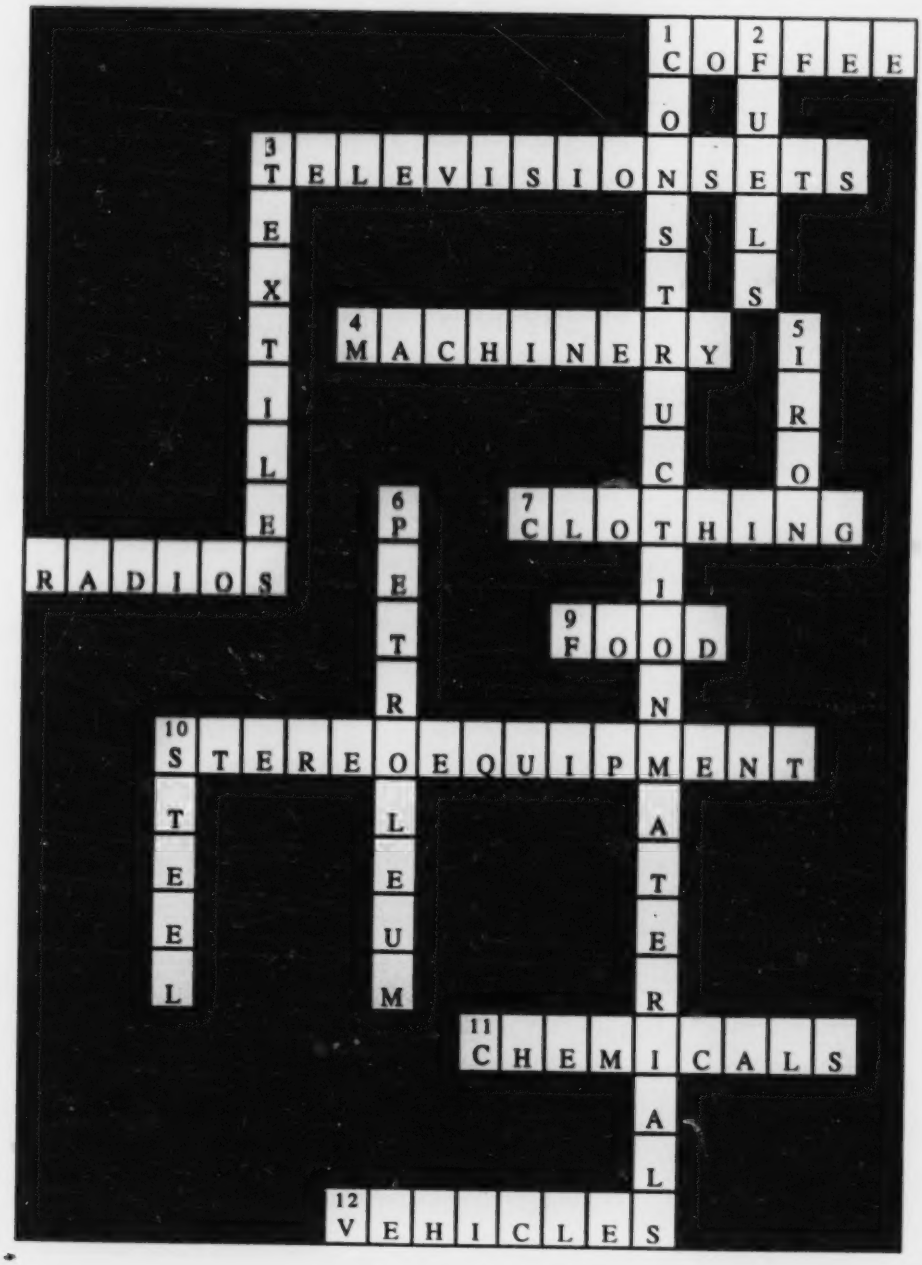
©CTIR
University of Denver

7. Ask students the following:

- When you were labeling the imports and exports, did you find the answers obvious, or was it a difficult task? Why?
- Why do you think the United States and Africa import similar items?
- Why does Africa import and export petroleum?
- Which of the items that are exported from the United States and Africa are natural resources? What conclusions can be drawn from this information?
- What can you infer about the United States and Africa based on what they import and export?

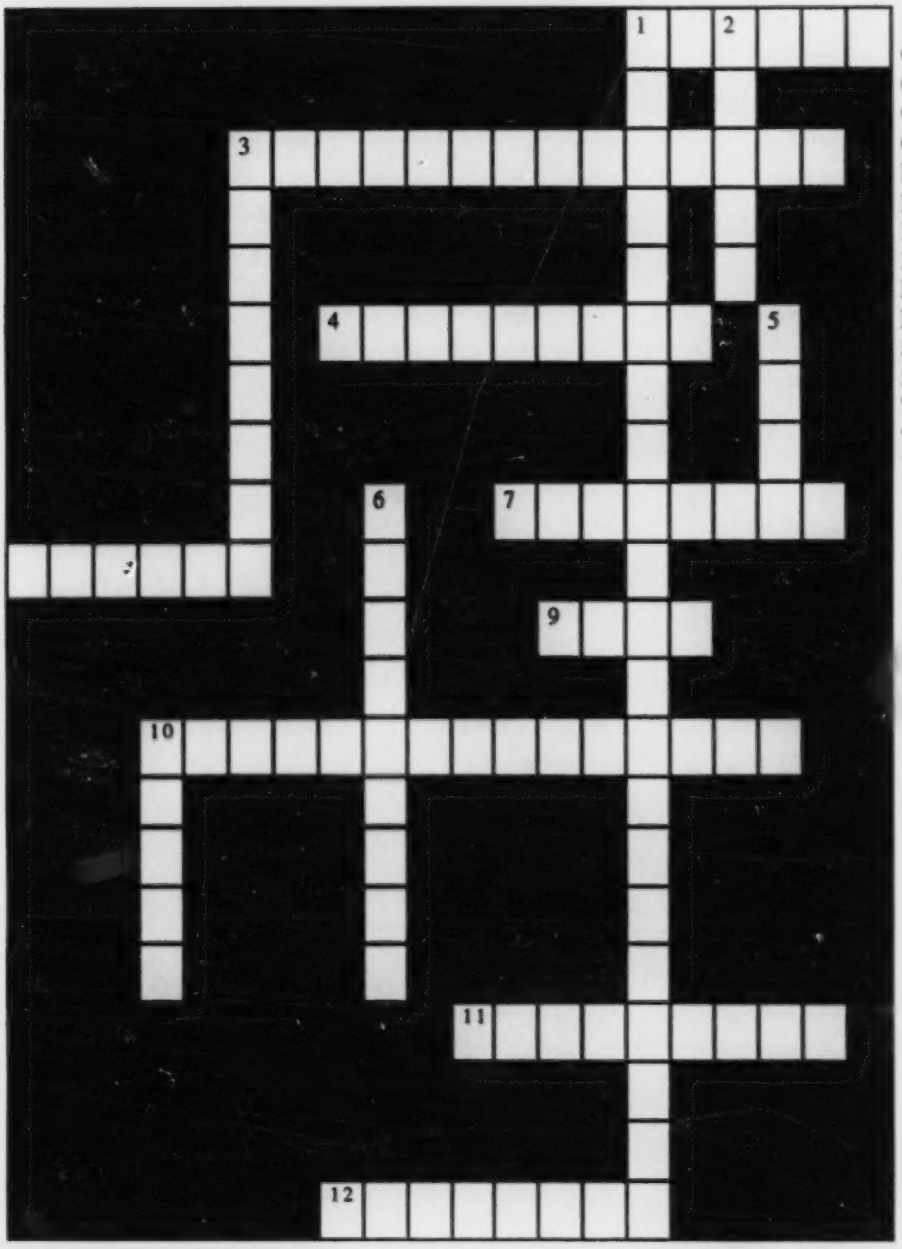
©CTIR
University of Denver

Answers to
Handout #9


1 C O 2 F F E E
O U
3 T E L E V I S I O N S E T S
E S L
X T S
4 M A C H I N E R Y 5 I
T U R
I C O
L
E 6 P 7 C L O T H I N G
R A D I O S E I
T 9 F O O D
R N
10 S T E R E O E Q U I P M E N T
T L A
E E T
E U E
L M R
11 C H E M I C A L S
A
L
12 V E H I C L E S

©CTIR
University of Denver

CROSSWORD PUZZLE



Word Bank

Chemicals
Clothing
Coffee
Construction Materials
Food
Fuels
Iron
Machinery
Petroleum
Radios
Steel
Stereo Equipment
Television Sets
Textiles
Vehicles

©CTIR
University of Denver

Clues:

Across

1. Many adults drink _____.
3. Some houses may have two or more _____.
4. If you take this medicine, do not operate heavy _____.
7. One of our school projects is a used _____ drive.
8. When most people get into their cars they turn on their _____.
9. The _____ from that restaurant sure smells good.
10. I would like to get some new _____.
11. There are many different kinds of _____.
12. There are a lot of _____ on the road today.

Down

1. To build a house, you will need some _____.
2. Our camping stove and our car use different _____.
3. I think the blue plaid fabric is the prettiest of the _____ here.
5. _____ is a strong metal.
6. That refinery is making gasoline out of _____.
10. Did you know that _____ is used the most of all metals.

©CTIR
University of Denver

WORD SEARCH

E	L	E	C	T	R	I	C	P	O	W	E	R	E	Q	U	I	P	M	E	N	T
E	S	X	O	D	H	N	C	F	J	N	A	T	U	R	A	L	G	A	S	R	A
F	E	I	M	S	R	O	T	C	A	R	T	S	C	I	T	S	A	L	P	O	E
F	L	R	P	E	A	N	U	T	S	Q	U	Z	F	M	C	R	I	A	I	C	H
O	C	B	U	L	Y	G	L	V	H	C	O	C	O	A	Y	E	M	K	C	E	W
C	I	D	T	N	E	M	P	I	U	Q	E	E	N	O	H	P	E	L	E	T	G
Z	H	M	E	D	I	C	I	N	E	S	L	X	J	G	R	P	T	C	S	S	O
P	E	T	R	O	L	E	U	M	O	E	W	K	S	D	N	O	M	A	I	D	L
A	V	P	S	N	I	K	S	D	N	A	S	E	D	I	H	C	W	T	N	B	D

Word Bank

Coal
Cocoa
Coffee
Computers
Copper
Corn
Diamonds
Electric power equipment
Gold
Hides and skins
Medicines
Natural gas
Peanuts
Petroleum
Plastics
Spices
Telephone equipment
Tractors
Vehicles
Wheat

©CTIR
University of Denver

IMPORTS AND EXPORTS OF THE UNITED STATES AND AFRICA

Imports

U.S.A.	Africa
Radios	Machinery
Stereo equipment	Textiles
Television sets	Chemicals
Clothing	Fuels
Coffee	Construction materials
Food	Food
Petroleum	Petroleum
Iron	Iron
Steel	Steel
Vehicles	Vehicles

Exports

U.S.A.	Africa
Computers	Petroleum
Electric power equipment	Cocoa
Telephone equipment	Coffee
Tractors	Gold
Vehicles	Diamonds
Medicines	Natural Gas
Plastics	Peanuts
Corn	Copper
Wheat	Hides and skins
Coal	Spices

©CTIR

AFRICAN PROVERBS AND PLACES

Introduction

Proverbs are common among many cultures. The origins of the African proverbs that the students will become familiar with span the continent.

Objectives

Students will be able to:

- Explain the meaning of a particular proverb.
- Locate the African country from which the proverb originated.

Grade Level

4-6

Time

One class period

Materials

Large political map of Africa
Handout #12, "Proverbs" (each proverb cut into a strip)
Paper
Pencils
Tape

Procedure

1. Read the following proverbs to the class. Have the students explain what they mean.

- If you are in hiding, don't light a fire. (Ashanti)
- He who hunts two rats, catches none. (Buganda)
- What one hopes for is always better than what one has. (Ethiopia-Galla)
- Proverbs are the daughters of experience. (Rwanda Burundi)
- A word uttered cannot be taken back. (Zululand)
- A half loaf is better than no bread. (Zululand)

2. Ask the students to define a proverb and tell its purpose.

3. Look at the map of Africa. Give the following facts:

- Africa is three times larger than the U.S.A. and is the second largest continent in the world.
- The African continent is composed of 52 countries, each with their own flag.

Proverbs are from African Proverbs, compiled by Charlotte and Wolf Leslau.

©CTIR
University of Denver

4. Tell the students that in order to familiarize them with some of the countries in Africa and their locations, each one will be given an African proverb and the name of the country from which it came. Their assignment is to give the meaning of the proverb and to locate its country of origin.

5. Give each student a proverb strip from Handout #12. Have them copy the proverb onto a piece of paper and to write the explanation. Next, have the students locate the corresponding country on the map.

6. When everyone is finished, each student will read their proverb and its meaning aloud to the class. Have them tape their proverb strip on the proper country on the map.

7. Hold a class discussion and ask:

- Did you agree with your proverb? Why or why not?
- Would you pass the advice along to a friend?
- Does it apply to our lives today even though it was written many years ago?
- Was it easy to locate your country? Why?
- Were you familiar with your country before today?
- Have you heard a similar saying to your proverb? What?

Follow-up

1. Have the students write their own proverbs. Present them to the rest of the class.

2. Compare the African proverbs with those of another culture.

©CTIR
University of Denver

PROVERBS

It is best to bind up the finger before it is cut. (Lesotho)

If you do not step on the dog's tail, he will not bite you. (Cameroon)

Being well-dressed does not prevent one from being poor. (Zaire)

When spider webs unite, they can tie up a lion. (Zaire)

If you find no fish, you have to eat bread. (Zaire)

He who does not cultivate his field will die of hunger. (Guinea)

It takes two to make a quarrel. (Ivory Coast)

Do not say the first thing that comes to your mind. (Kenya)

A little rain each day will fill the rivers to overflowing. (Liberia)

Don't kick a sleeping dog. (Madagascar)

If you watch your pot, your food will not burn. (Mauritania)

He who boasts much can do little. (Niger)

He who is being carried does not realize how far the town is. (Nigeria)

Do not be like the mosquito that bites the owner of the house. (Malawi)

If your mouth turns into a knife, it will cut off your lips. (Zimbabwe)

If you are building a house and a nail breaks, do you stop building, or do you change the nail? (Rwanda Burundi)

When you know who his friend is, you know who he is. (Senegal)

Do not tell the man who is carrying you that he stinks. (Sierra Leone)

©CTIR
University of Denver

To be without a friend is to be poor indeed. (Somalia)

A little shrub may grow into a tree. (Sudan)

Do not mend your neighbor's fence before looking to your own. (Tanzania)

Only a fool tries to jump fire. (Uganda)

Knowledge is better than riches. (Cameroon)

The teeth are smiling, but is the heart? (Zaire)

He who learns, teaches. (Ethiopia)

Seeing is different from being told. (Kenya)

Do not take another mouthful before you have swallowed what is in your mouth. (Madagascar)

He who loves money must labor. (Mauritania)

Fine words do not produce food. (Nigeria)

Confiding a secret to an unworthy person is like carrying grain in a bag with a hole. (Ethiopia)

©CTIR
University of Denver

TALK ABOUT KENYA

Introduction

There are several excellent library books about different countries in Africa available to read to primary students. One of these is *Take a Trip to Kenya*, by Keith Lye. This book is used as an introduction for learning about Kenya.

Objectives

Students will be able to:

- Demonstrate the acquisition of new knowledge.
- Learn more about Kenya.

Grade Level

K-2

Time

One class period

Materials

Take A Trip to Kenya, by Keith Lye; NY: Franklin Watts, 1985
3" x 3" blank flashcards, 2 for each student
Pencils

Procedure

1. Read the book *Take a Trip to Kenya*. As each page is read, discuss and review the information.

2. Pass out the flashcards so that each students has two. Have the students write "yes" on one card and "no" on the other.

3. Instruct the students to listen to the following questions. If the answer is yes, hold up the "yes" card. If the answer is no, hold up the "no" card.

Questions

1. yes Mount Kenya is the highest mountain in Kenya.

2. no Spanish is the main language spoken in Kenya.

3. no Jomo Kenyatta and Daniel Arap Moi are well-known Olympic athletes from Kenya.

4. yes The Great Rift Valley runs through Kenya.

5. yes Kenya has beautiful national parks where people can go on a safari to see wild animals.

6. no Skulls and bones of man-like creatures have never been found in Kenya.

7. no The Kikuyu people live in Canada.

8. yes Africa's largest lake is Lake Victoria.

9. no The Maasai people like to raise coffee and tea.

10. yes People from Great Britain, Africa, India, Pakistan, and Arab countries live in Kenya.

11. yes Lake Nakuru is a bird sanctuary for flamingoes.

12. no Kenya is a rich country like the United States.

13. _____ Would you like to travel to Kenya?

Follow-up

1. Let the students give their reasons for their last answer on the test. Find out why they would or would not like to go to Kenya.

2. Try this activity at a later time with new questions.

Further Suggestions

1. Find out about the problems that people had during the construction of the Kenya Railroad.

2. Have a Kenya slide show or speaker.

3. Find out about the different tribes or groups of people living in Kenya.

4. Make a volcano to represent Mount Kenya or Mount Kilimanjaro. Both of these are inactive volcanoes.

©CTIR
University of Denver

AFRICA:
ITS PEOPLE

©CTIR
University of Denver

PEOPLE OF AFRICA

Introduction

Among the millions of people living in Africa, many are part of one of the more than forty tribes throughout the continent. In this activity, the students will become familiar with some of the different peoples and their cultures.

Objective

The students will be able to:

- Become familiar with the diversity different cultures in Africa.
- Make a poster about one specific tribe.

Grade Level

3-6

Time

One class period

Materials

Africa Brothers and Sisters, by Virginia Krill*
Other books and materials on Africa
Handout #13, "Poster Requirements"
Construction paper
Markers, crayons, etc.
Handout #3, "Map of Africa"

Procedure

1. Read *Africa Brothers and Sisters* to the class.

2. Explain to the students that the tribes are a part of the cultures of Africa. Although some people are more traditional in the way they live, many others celebrate the tradition of their heritage while working at modern jobs.

3. Explain the assignment to the students. They are to make a poster depicting one of the peoples mentioned in the book *Africa Brothers and Sisters*. Distribute a copy of Handout #13 to each student and discuss the requirements for the poster.

4. Assign each child a tribe. (There are more groups of people listed in the back of the book under the note from the author.)

5. Have available various books about Africa. While the students are looking at the books, each child should have an opportunity to get the necessary information for their poster from *Africa Brothers and Sisters*. (More than one copy of the book might be helpful.)

6. Give each child come construction paper and other materials to make their posters. When completed, ask each student to display their art work to the class and answer any questions the other students might have.

*This book and others utilized for various activities may be available from a local public library.

©CTIR
University of Denver

7. Display the posters for all to see.

8. Ask students the following:

- Were you aware that there were so many tribes in Africa?
- Do we have people of different cultures living in our country?
- What are the groups? Are they also considered citizens of our country?

Follow-up

Have the students do further research about the various tribes in Africa.

©CTIR
University of Denver

POSTER REQUIREMENTS

1. Write the name of the tribe.
2. Give the correct pronunciation of the tribe.
3. Show where the people live on a map of Africa.
4. Use a phrase or a word to describe the people.
5. Draw a picture showing something about the tribe.

©CTIR
University of Denver

ANANSI NAMES

Introduction

Gerald McDermott's book, *Anansi The Spider*, lends itself to a wealth of ideas for classroom activities. After reading the book to the class, students will examine the names from the book, and then their own names.

Objectives

Students will be able to:

- Discover the variety and importance of people's names.
- Analyze the meanings of names.
- Design a symbol for a name.

Grade Level

1-3

Time

One class period

Materials

Anansi The Spider, by Gerald McDermott; NY: Holt, Rinehart and Winston, 1972
Handout #14, "Anansi Names"
Pencils and crayons

Procedure

1. Read the book, *Anansi the Spider*, to the class.

2. Go back through the book and find all the names and write them on the chalkboard. Discuss the meaning for each name.

Name	Meaning
Anansi	Spider folk-hero
See Trouble	Sees trouble a long way off
Road Builder	
River Drinker	
Game Skinner	
Stone Thrower	
Cushion	Has a very soft body
Fish	
Falcon	
Nyame	The God of All Things

3. Ask the students if any of them know the meaning of their own name. Let a few of them share their answers, then talk about why names are important (names have significance to our families, we like our names, we may not like our names, we are identified by our names, we are named after other people, etc.). After the discussion, have groups of students come to the chalkboard and write their names on it. Let them share their name with the class and tell the meaning of it if it is known.

©CTIR
University of Denver

3. Distribute Handout #14. Explain the handout and let students complete it. When they are finished, sit in a circle and let each child tell something about her/his paper.

5. Check the handouts and display them in the classroom if desired.

6. Ask the students if they know any other names that have a meaning such as Sitting Bull, Superman, or Honest Abe.

7. Draw attention to the idea that names are like people; they are different throughout the world. When we visit another culture or country, the names may sound unusual to us; but they will sound quite familiar to the people who live there.

Follow-up

1. Make potato prints of the designs from the *Anansi* book.

2. Cut out a large piece of paper into a geometric or spider shape and let all the students sign it. Put it up in the classroom.

3. Give all the students a plastic spider ring to wear.

4. Let the students group themselves according to which part of the world from which their names come.

©CTIR
University of Denver

ANANSI NAMES

1. My name is _____.

2. What I especially like about my name is _____

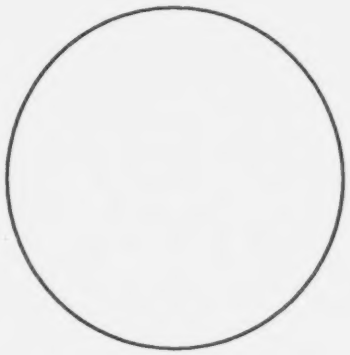
_____

_____

3. Here is a symbol for my name.

4. Another name I like is _____

5. Here is a symbol for my other name.



6. Draw Anansi on the back of this page.

©CTIR
University of Denver

"THE ELEPHANT'S CHILD"

Introduction

Kipling's *Just So Stories* lend a colorful slant to story writing. After reading the story "The Elephant's Child" to the class, the students examine some of the language used in the story in preparation for writing their own stories.

Objectives

Students will be able to:

- Increase their awareness of descriptive language.
- Learn how to use descriptive phrases.
- Use adjectives in writing.

Grade Level

1-3

Time

One class period

Materials

Just So Stories, by Kipling; NY: Doubleday and Company, Inc., 1912.
6" x 3" white construction paper cards for each student
Crayons or markers
Pencils
Writing paper
Handout #15, "My Just So Story"

Procedure

1. Read "The Elephant's Child" to the class.

2. Discuss the story with the students with the view of looking for interesting phrases. What did you like or dislike about the story? What were your favorite phrases?

3. Write the following phrases on the chalkboard:

blackish, bulgy nose
'satiable curiosity
greeny crackly kind of melons
great gray-green, greasy Limpopo River
Bi-Coloured-Python-Rock-Snake
schlooped up a schloop of mud
cool schloopy-sloshy mud-cap

4. Read these phrases to the students and have them repeat them. Let the students give their ideas for some similar expressive phrases. They can use words like "nose," "Limpopo River," "snake," and any other noun they wish to use.

5. Pass out the white 6" x 3" cards, one for each student, and let them write down a very colorful phrase of their own. Encourage them to use several words in their phrase to make it as interesting as possible. Share several cards with the class. Students may want to

©CTIR
University of Denver

draw a border or picture to go with their phrase. Ask them to think of a color that goes with their phrase.

6. Write the sentence, "How the _ got his/her _____." on the chalkboard. Have the students write their own "Just So Story" on Handout #15, and include in it at least one nice long descriptive phrase.

7. Correct the stories and make suggestions as needed.

Follow-up

1. Read the stories in class. Discuss with the students why they liked some of the stories that were just read.

2. Make a chart of the colorful phrases that the students wrote. Use these phrases in class when talking and writing.

3. Tell the students that writers use interesting words and phrases in order to make their stories more appealing.

4. Have students write descriptive phrases for these words: car, boy, girl, worm, camel, and fish.

5. Have a contest to see who can write a four word phrase, a ten word phrase, and a twelve or more word phrase.

©CTIR
University of Denver

MY JUST SO STORY

©CTIR
University of Denver

JAMBO MEANS HELLO

Introduction

This activity uses the book *Jambo Means Hello* as an introduction for the students to learn about different ways to say "hello."

Objectives

Students will be able to:

- Understand the concept that people in different countries use different languages to communicate.
- Improve copying skills.

Grade Level

K-1

Time

One class period

Materials

Jambo Means Hello, by Muriel Feelings; NY: Dial, 1974
Five 8" x 4" cards with the following words printed on them: hello, jambo, aloha, buenos dias, bonjour
White construction paper strips, 12" x 5", one for each student, folded two times at 4" intervals
Pencils and crayons

Procedure

1. Ask the class how we greet each other in our country. Discuss the various responses. Tell the students that people who live in other places say "hello" in different ways and that today we will learn about some of those ways.

2. Read the book *Jambo Means Hello*. Encourage students to try to pronounce the Swahili words in the book. Tell them that Swahili is spoken by many people who live in different countries in Africa.

3. After the story, tell the students that they will learn to say "hello" in four other languages. Show them the 8" x 4" cards and have them repeat the word after you say it. Tell where the word comes from:

hello - English-speaking countries
buenos dias - Spanish-speaking countries
jambo - Swahili from Africa
alōha - Hawaii and other Polynesian Islands
bonjour - French-speaking countries

4. If any children in the class speak other languages, or know any more greeting words, make flashcards of their words as well.

5. Pass out the folded construction paper strips for the students to make their own "Hello Books." Begin with the book in a folded-up position and have the students copy each word for page one as the teacher writes it on the board. Continue in this manner for each page. Have students write down the name of each place.

©CTIR
University of Denver

6. Correct the booklets made by the students and let them take them home.

7. Discuss with the students:

- What was the name of the book we read?
- Do people speak the same language all over the world?
- Do you remember some other words that mean "hello"?

Follow-up

1. Use the words from the booklet in step 5 for a game of *Concentration*. Match the greeting word to the correct country.

2. Make a list of fifteen different ways to say "hello."

3. Go outside and play *Freeze Tag*. A child has to say "hello" in a new language to avoid being caught.

©CTIR
University of Denver

FOLKTALE THEATER

Introduction

Storytelling is an important part of many cultures. The students will assume the role of storyteller as they perform an African folktale.

Objectives

Students will be able to:

- Work cooperatively as a group to write a play.
- Make masks to portray characters in the story.
- Perform the play for their peers.

Grade Level

4-6

Time

One week

Materials

The Egyptian Cinderella by Shirley Climo
Why Mosquitoes Buzz in People's Ears, by Verna Aardema
Tortoise's Dream by Joanna Troughton
Paper
Pencils, markers, crayons, paints
Tagboard or poster board
Craft sticks (to hold the masks)
Tape

Procedure

1. Divide the class into three groups. Assign an African folktale to each one.

2. Have the students read their folktale (more than one copy of the books would be helpful). The groups are to take the text and write it in a play format. They will have to figure out how many parts there are and which student will have what part. (Some children may need to assume more than one role.)

3. Once the parts have been assigned, the students need to copy their own speaking parts so that they can practice. (Memorization is optional, the children can always write their lines on the back of their masks.)

4. Begin the rehearsals for the play by having the students sit in a group and read aloud their parts at the appropriate time. Once they are proficient at this they may begin to block out the play. (This can be as simple as standing in the proper place, or it may include movements and gestures.)

5. Have students design and draw masks for the characters they portray in the folktale.

©CTIR
University of Denver

6. When the students are ready, have them perform their African folktale for each other, parents, or the entire school!

7. Ask the students the following:

- Think of the entire process from reading the folktale to performing the play. What was the easiest and the most difficult and why?
- What was the purpose of the folktales? What message did each one convey?
- If you were the village storyteller, would you have passed on each of the folktales? If not, which ones would you eliminate and why?
- Which did you prefer--reading, watching, or performing the folktale and why?

©CTIR
University of Denver

FUN WITH FOOD

Introduction

An important ingredient of celebrations, holidays, festivals, family gatherings and more is food. Many cultures have distinct and unique methods of preparation and presentation of their food. The students will sample an African dessert and become familiar with the spices and other ingredients of an African meal.

Objectives

Students will be able to:

- Identify and discover African spices.
- Compare an African meal to one they might have.

Grade Level

K-6

Time

One class period

Materials

Variety of spices from Handout #16
Handout #16, "African Spices"
Resealable plastic sandwich bags
Handout #17, "Recipe for Banana Fritters"
Utensils and materials for making fritters
Paper towels
Cookbook entitled *African Cookery*

Procedure

1. Introduce the lesson by explaining some of the reasons for the importance of food in Africa.

- Not only is it eaten to sustain life, it has been used as payment for medical services and as gifts as part of a dowry for marriage.
- Food is viewed as a "gift of the gods" and can be the object of a celebration as well as the feast.
- Some of the biggest and best yams are grown in Africa. Because of this, they are a constant part of the African diet.
- Many spices are found throughout African and are a very important part of the meal.

2. Divide the class into groups of five. Give each group five spices in recloseable plastic sacks with a number on each one. Have the students smell the spices and try to identify them.

3. After they have had a chance to smell all of the spices, give the students Handout #16 with the spices for their group circled. Have the children match the names with the numbers. (The nonreader students will need some assistance with this part of the activity.)

©CTIR
University of Denver

4. Reveal the spice in each sack and have the students compare their guesses with the correct answer.

5. Make the banana fritters batter (see Handout #18). It may be easier to prepare the batter ahead of time--if this is the case, then begin frying the fritters at this point.

6. While the fritters are frying (this may take about twenty minutes) tell the students about the types of food that people in different parts of Africa may eat. (See *African Cookery*, page 67.)

7. Read the recipe for each part of the meal.

8. Eat the banana fritters.

9. Ask the students the following:

- Did you like the fritters? Why or why not?
- What parts of the African meals were similar to something you have eaten, but with different ingredients? Avocado smoked fish? Zanzibar Duck (Duck ala orange)? Red Cabbage and FuFu Dumplings (sauerkraut and potato dumplings)? Steamed payaya (melon of any kind)? Fish shrimp salad? Bobotie (meatloaf)? Injera (bread or rolls)? Green bean atjar (green beans)? Banana fritters (doughnuts)?
- Which African spices were you familiar with?

10. Tell students to go home tonight and look in their spice cabinet and put a check mark next to every spice on Handout #16 that they find. Tell them to bring the list back to school tomorrow to share with the class.

Follow-up

Make an African meal and invite parents to join in the celebration.

©CTIR
University of Denver

AFRICAN SPICES

Allspice (ground or whole)
Basil
Bay leaves
Black pepper (ground)
Cardamon (ground or pods)
Carraway seeds
Cayenne pepper
Cinnamon (ground or stick)
Cloves (ground or whole)
Coriander (ground)
Curry powder
Dry mustard
Fenugreek seeds
Ginger (ground or fresh root)
Mace
Marjoram
Mint
Nutmeg
Paprika
Red pepper (flakes or ground)
Salt
Savory spice
Thyme
Tumeric
White pepper (ground)

©CTIR
University of Denver

RECIPE FOR BANANA FRITTERS

(Makes about twenty small fritters)

1 1/4 cups of flour
1/4 cup of sugar
1 teaspoon of cinnamon
1 egg
1/2 cup of milk
3 medium bananas, mashed
oil for deep frying
powdered sugar

Mash the bananas and set them aside. Combine the flour, sugar and cinnamon. Beat in the egg. Pour in the milk a little at a time. Beat the batter until smooth and elastic. Stir in the bananas.

Heat about two to three inches of oil at 375°. Scoop about a 1/8 cup of batter and put it into the oil. Depending on the size of the container, it is possible to fry five to six fritters at a time. Turn them two or three times and fry them until they are golden brown. Put the fritters on a paper towel to cool. Sprinkle them with powdered sugar and enjoy!

©CTIR
University of Denver

BUILDING A KENYAN HUT

Introduction

In rural areas, most Kenyans live in small, thatched-roof houses with dirt floors and walls made of mud or bundles of branches. Support beams on the inside hold up the roof. A fire pit is dug in the middle. People and animals sleep inside the huts. (Most urban Kenyans live in houses or apartment buildings made of stone or cement.)

Objective

Students will be able to:

- Learn about the shape, function, and parts of a Kenyan hut.

Grade Level

K-3

Time

One class period

Materials

Pictures of different types of homes in Kenya, both traditional and modern
Brown construction paper cut into strips 8" x 3 1/2", at least one per student
Scissors
Glue
White paper cut into 8" squares, one for each house
Pattern for roof
Crayons

Procedures

1. Show students the pictures of different types of homes in Kenya. Discuss any similarities to their own. Then tell students,

> **Pretend that you don't have any money and you are out in the forest. You need to make a home to live in. How could you do it? What will your home need?**

Discuss their ideas such as a roof, walls, furniture, a way to cook, protection from wild animals, etc.

2. Show the picture of the Kenyan hut. Tell the students that they will make a hut like where some people in Kenya live. The walls are made of mud and the roof is made out of branches or reeds, called thatching. The floors are dirt and there may be a fireplace in the middle of the floor. People sleep around the walls.

3. Pass out the brown rectangles to use as the walls of the hut. Have students cut out a shaped doorway and glue the rectangle into a round cylinder.

4. Pass out the patterns and white squares for the roof. Have students trace and cut out the roof and glue it to make a shallow cone. (For younger students, the teacher could make the roofs in advance.)

©CTIR
University of Denver

5. Let students draw, color, and cut out people, plants, and animals to go with their huts. They could glue their huts and animals, etc., onto a 9" x 12" piece of construction paper before taking them home, or they could leave them in the classroom set up like a village.

6. Hold a class discussion and ask:

- Who is living in your hut?
- Is this a useful place in which these people could live? Why?

Follow-up

1. Have students make a model of their home.

2. Have someone from Africa, or another country, come in and talk about the type of housing in their country.

©CTIR
University of Denver

GAMES GALORE

Introduction

Games are a part of many cultures and have been played for centuries. The students will learn four different African games in this activity.

Objectives

The students will be able to:

- Learn a variety of games.
- Compare and contrast African games with those played in their country.

Grade Level

K-6 (variations for different grade levels are outlined)

Time

Two days - one class period each

Materials

Egg cartons (dozen size - one per student)
Glue
Tagboard or heavy cardboard, 18" x 6" (one per student)
Small cups (two per student)
Dried beans (50 per student)
Resealable plastic sandwich bags (one per student); count out the beans ahead of time and put them in the sacks
Scissors
Handout #18, "Cho-Cho-Chuckie"
Handout #19, "Tug of War"
Handout #20, "Haba Gaba"
Handout #21, "Mankala"
Handout #22, "Examples for Playing Mankala"
18 bean bags (old socks with dried beans work well too)
6 sheets of poster board, each with 3 holes cut out in different diameters (small, medium, large)
6 chairs
Masking tape

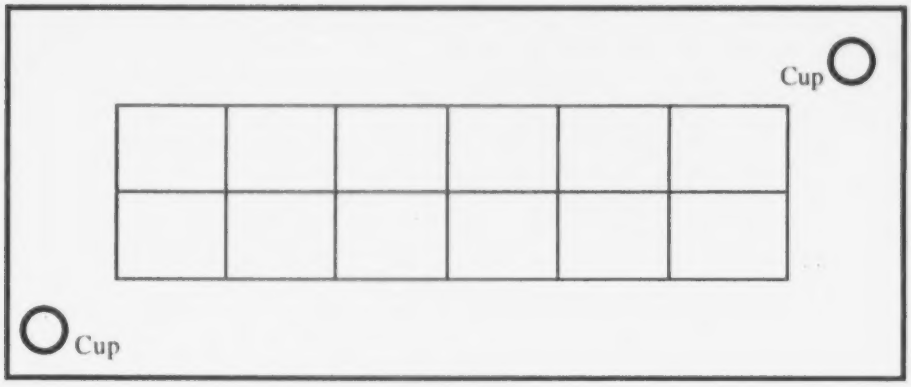
Procedure

<u>Day One</u>

1. Begin the class by preparing the board game for the game of Mankala (to be played on Day Two). Each student should have the following: one egg carton, 2 small cups, tagboard, glue, and scissors.

2. Have students cut off the top of the egg carton so that only the bottom remains. They should then glue the carton bottom and the two cups on the tagboard like the example.

©CTIR
University of Denver



3. Have each student write his/her name on the board game and put it aside for the glue to dry.

4. Play Cho-Cho-Chuckie (Handout #18).

5. Play Tug-of-War (Handout #19).

6. After playing the games, ask students the following questions:

- Did Cho-Cho-Chuckie remind you of any game, or games, that you have played before? (Duck, Duck, Goose and A Tisket, A Tasket)

- How many of you have played Tug-of-War before today? Were the rules the same? Was anything different? If so, what?

Procedure

<u>Day Two</u>

1. Play Haba Gaba (Handout #20).

2. Have students get their Mankala board game. Distribute a sack of dried beans to each child. Only one set is needed for each pair, but have enough so each student can take home a game. Teach the students how to play the game of Mankala (Handout #21 and Handout #22).

3. After playing the games, ask students the following:

- What did you learn about African games and games that we play here? Were you surprised? Why or why not?

- Which of the four games was your favorite and why?

Follow-up

Show the students a map of Africa and point out the countries from which the four games originated.

©CTIR
University of Denver

CHO-CHO-CHUCKIE
(A game from Benin)

This game is best played outside, but can be played inside if the space is available.

Directions

Divide the students into three or four groups. There should be about eight children per group. Each group of students will play the same game. One person is "It." Everyone else sits in a circle facing the center. "It" carries a beanbag around the outside of the circle saying Cho-Cho-Chuckie (like s/he is calling chickens). "It" drops the beanbag behind someone. The child must pick up the beanbag and chase "It" around the circle (clockwise) back to the child's spot. If "It" is tagged before reaching that spot, then s/he remains "It" and must start the game again. If "It" reaches the spot before being tagged, then s/he takes the child's place and stands on one foot while holding the other in his/her hand. The child with the beanbag then becomes the new "It." The children may change feet as often as they wish, but if "It" catches them standing on two feet and calls out their name, then that child must become "It" again.

When everyone has had a turn and is standing on one foot "It" shouts "IT'S RAINING!" All the children put an arm up in the air as if they were holding an umbrella and scatter around the room. The first child tagged by "It" becomes the new "It" for the next game.

©CTIR
University of Denver

75

TUG-OF-WAR
(A game from Egypt)

This game is best played outside, but can be played inside if the space is available.

Directions

1. Divide students into teams of three people. One person from each group is the leader. (This position can be rotated among the students.)

2. Make a line with chalk or tape for each pair of teams.

3. Match one group with another.

4. The leaders clasp hands and the remaining students hold onto the waists of each other and pull.

5. The first group to tug the opposing team over the line is the winner. Shouts of encouragement among the team members can also be a fun part of the game.

6. Continue the contest as long as time allows or until a team is declared a winner.

©CTIR
University of Denver

HABA GABA

(A game from Sierra Leone)

This game is best played outside, but can be played inside if the space is available.

Directions

1. Before class, set up the six chairs with a poster board propped up in front of each, tape if necessary.

2. Divide the students into six groups and have them line up ten feet from the poster board targets. (Younger children may need to be moved closer.)

3. Each player is allowed three bean bags per turn.

4. Students K-2 get a point every time they throw a bean bag through a hole. Students in grades 3-5 get points based on the size of the hole through which they throw the beanbag. The smallest hole = 3 points, the middle hole = 2 points, and the largest hole = 1 point. Each student is responsible for keeping his/her score.

5. The second person in line gathers the beanbags for his/her upcoming turn.

6. After everyone has had three turns, the totals are compared and the winners are announced.

©CTIR
University of Denver

MANKALA

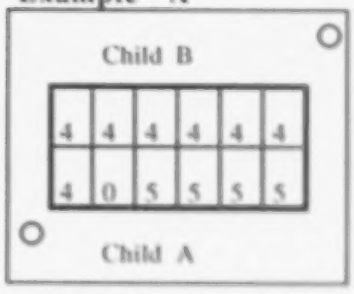
(A game from all over the continent)

This game is primarily for children in third grade and above. However, with the assistance of older students, or parents, the younger children can also have fun playing.

Directions

Divide the children into pairs. One game board is used for each pair. Students sit facing each other, with the game between them. Instruct them to put four beans in each egg carton compartment. The cups at the end of the game board should remain empty. (Remember, each student has two extra beans in his/her sack.) The game begins when Child A takes four beans from any one compartment on his/her side and puts one bean in each successive space beginning with the compartment immediately to the right of where s/he picked up the beans. (See Example A.)

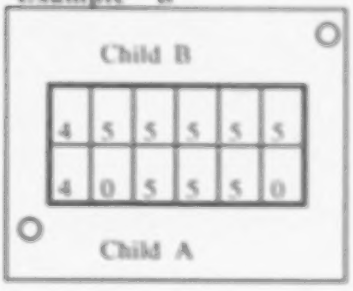
Example A



The numbers represent the number of beans in each cup after Round 1.

Child A continues his/her turn by picking up all of the beans from the compartment where s/he previously dropped the last bean. Again, s/he distributes them one by one in the compartments, going counter-clockwise (see Example B).

Example B



It remains the turn of Child A until the last bean is dropped into an empty compartment or one containing three beans. This is when points are accumulated. If s/he drops his/her last bean into a compartment with three other beans, s/he gets to put those four beans into his/her bank for points (the cups at the end of the egg carton are the banks). However, if during the course of Child A's turn, s/he drops a bean in a compartment that makes a total of four but it is not with the last bean, then Child B gets to collect the beans from Child A for her/his bank. The turn will continue even if his/her opponent gets points, until s/he drops his/her last bean into an empty compartment, or one with three beans. When it is Child B's turn, then s/he may pick up the beans from any compartment on her/his side of the board to begin play.

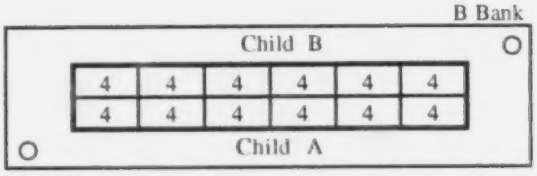
The game is over when any total of points divisible by four is reached, a certain number of plays is over, or when a player takes over all of the opponent's compartments. In order to do this, the game is played in rounds and every time a player wins a round, then s/he gets to take over any compartment that belongs to her/his opponent and adds it to her/his total.

Note: Initially it may prove helpful to put examples of the game board on the chalkboard; to give a copy of Handout #22 to each student; or to have everyone start with the same compartment. To make it easier, everyone should do the first couple of plays together until the students begin to understand the concept of the game.

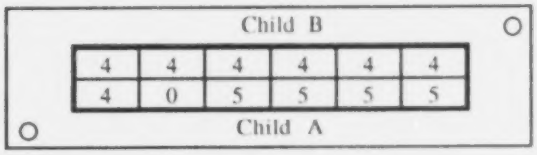
The sample game ends when one player accumulates eight points. Sometimes a child's turn can last fairly long, but encourage the students to be patient as it soon will be their turn.

SAMPLE MANKALA GAME

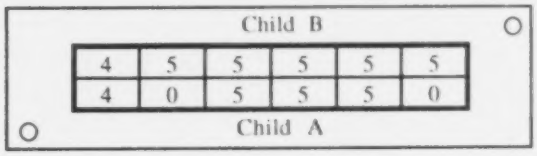
1



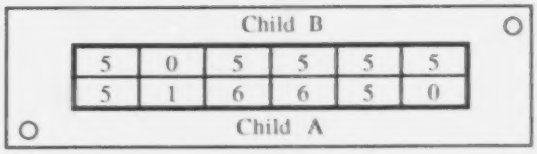
2



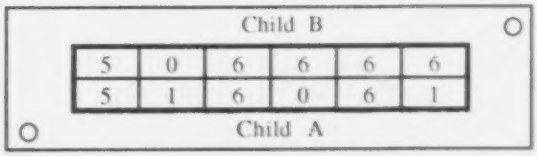
3



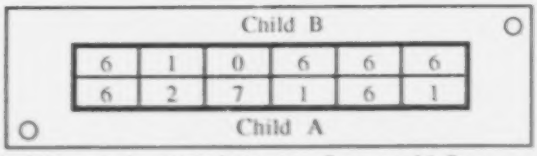
4



5



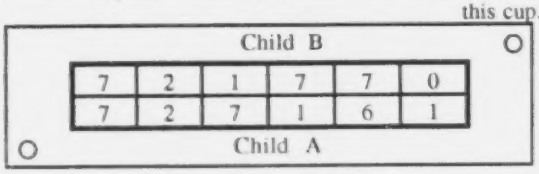
6



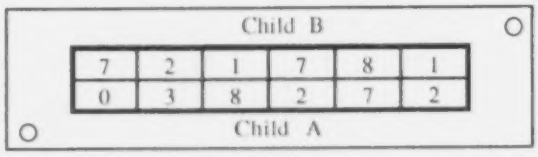
Child A's turn is over because s/he put his/her last bean into an empty compartment.

Child B begins a turn by picking the beans out of this cup.

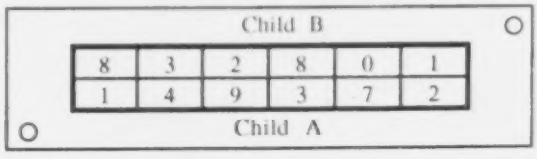
7



8

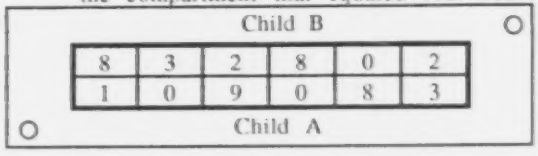


9

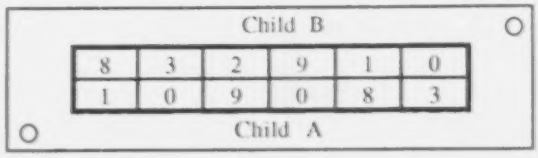


Child A gets to put these four bean into his/her bank because Child B didn't put her/his last bean into the compartment that equaled four beans.

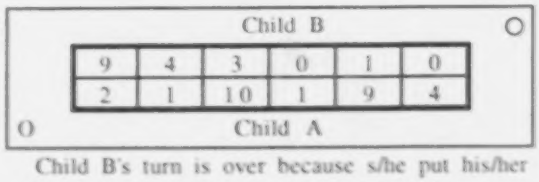
10



11

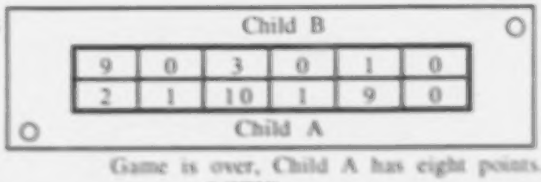


12



Child B's turn is over because s/he put his/her last bean into a compartment of three beans.

13



Game is over, Child A has eight points.

©CTIR
University of Denver

AFRICA:
ITS ANIMALS

©CTIR
University of Denver

ANIMALS ALL AROUND AFRICA

Introduction

The physical characteristics of Africa vary greatly. There are savannas, forests, and deserts. The students will become familiar with these areas and their locations while learning about African animals.

Objectives

The students will be able to:

- Become familiar with the climate areas of Africa.
- Learn about the different types of animals in Africa.

Grade Level

K-6

Time

One class period

Materials

Handout #23, "African Animals" (cut into strips and divided by geography)
Physical map of Africa
Butcher paper (brown-desert, green-forest, yellow-grassland) cut into approximate shapes to show three different climate areas; they can be taped on the map of Africa if the areas aren't already highlighted
Paper cut into 3" x 3" (one per student)
Markers
Tape

Procedure

1. Divide students evenly into three groups.

2. Have each student pick an animal (Handout #23, cut into strips) from a box; they should not show it to anyone.

3. Within their groups, have students draw the animal on paper (*Pictionary*-type) and have their peers guess the animals identity. (Note: with the smaller children it might be better to do this activity as a whole group. Whisper the animal to the students so no reading is necessary.) Make sure to only include animals with which the students are familiar. There may have to be duplicates.

4. After each student has had a turn, have them tell the class their animal. List the animals on the chalkboard by their groups.

5. Ask students to compare all of the animals and then by group. If they didn't mention that all of the animals are from Africa, point this out.

6. Show the students a physical map of Africa. Explain to them that Africa has three physically different climate areas (savannas, or grasslands, forests, and deserts). Describe each of the areas. Many animals live in more than one climate area. To simplify the activity, each animal will be given a primary area, but it should be pointed

©CTIR
University of Denver

out to the students when an animal dwells in a different part of the continent as well.

7. Based on that information, have the students decide which group of animals belong in which geographical area. Write the correct answer above each group on the chalkboard.

8. Give each student a piece of the 3" x 3" paper. Tell them to draw their animal and cut out its shape, if possible. Have them tape their animal on the map in the appropriate geographical area.

Teacher Information

Desert	Forest	Grassland
Barbery Sheep	Chimpanzee	Badger
Bat	Civet	Eland
Camel	Gazelle	Elephant
Fox	Genet	Giraffe
Gerbil	Gorilla	Gnu
Gundis	Hedgehogs	Leopard
Horse	Hippopotamus	Lion
Hyena	Hyrax	Mongoose
Rabbit	Okapi	Zebra

©CTIR
University of Denver

AFRICAN ANIMALS

Badger

Barbery Sheep

Bat

Camel

Chimpanzee

Civet

Eland

Elephant

Fox

Gazelle

Genet

Gerbils

Giraffe

Gnu

Gorilla

Gundis

Hedgehog

Hippopotamus

Horse

Hyena

Hyrax

Leopard

Lion

Mongoose

Okapi

Rabbit

Zebra

©CTIR
University of Denver

AT THE WATERING HOLE

Introduction

Animals from A to Z! The class will make a predictable book from the sentence: "The _____ is at the watering hole and _____ _____. Each student contributes an alphabet page for a class book with a related picture and story for the above sentence. The lesson has two parts: a homework assignment and the classroom activity.

Objectives

Students will be able to:

- Brainstorm ways to obtain information.
- Become familiar with three or more African animals.

Grade Level

K-2

Time

10 minutes for the homework assignment
30-40 minutes for the class activity

Materials

Handout #24, "Homework Assignment"
Tagboard or heavy paper for a book - one page for each student; draw 2-3 lines on it for the story
Pencils
Markers or crayons
Method for binding the book (staples, rings, etc.)

Procedure

Homework Assignment

1. Several days prior to this lesson, assign each student a letter of the alphabet. Explain that their task is to fill in the blanks for this sentence: (Write it on the board) "The _____is at the watering hole and _____." They need to find an African animal, or a word beginning with that letter, to fit into the sentence, and complete the sentence. Talk about some ideas for letters: A - ape. "The ape is at the watering hole and he is rubbing his neck." B - baboon. "The baboon is at the watering hole and she is watching me." C - cheetah. "The cheetah is at the watering hole and is looking for a meal." D - dogs. "The wild dogs are at the watering hole and they are chasing other animals." Y - young. "A young gazelle is at the watering hole and is drinking." X - excitable. "The excitable impala is at the watering hole and is looking out for danger."

2. Brainstorm ways of finding information on African animals for their letter. (Talk to parents, look in a book, go to the library, etc.)

3. Send home the homework assignment with each student.

Making the Book

1. Discuss the various ways students found information for the assignment. Let the students share their sentences with the class. Correct any misspellings.

2. Have students copy their sentences onto the heavier paper for the book and draw and color their pictures. (If the pages are to be laminated, use markers for the pictures. Crayons melt in the laminator and could ruin the picture.)

3. Bind the pages together in alphabetical order.

Follow-up

1. Find out about the homes, food, and habits of the animals in the book.

2. Have students make a collage of pictures of African animals.

3. Have each student make a small alphabet word book by cutting out words from magazines beginning with each letter of the alphabet.

OCTIR
University of Denver

HOMEWORK ASSIGNMENT

Dear Parents,

The class is writing an alphabet book about African animals. Each student has been assigned a letter for an animal to write about in the following sentences:

The _____ is at the watering hole and _____
_____.

The _____ is at the watering hole and _____
_____.

The _____ is at the watering hole and _____
_____.

The _____ is at the watering hole and _____
_____.

Please be of assistance with ideas and correct spellings for your child if she/he needs it. The students can be creative with the letter. If an animal cannot be found for a particular letter, then add a word. For example: F - fat cheetah; Y - young baboon

Thank you.

OCTER
University of Denver

THE BAOBAB CIRCLE

Introduction

The African baobab tree is an important part of the circle of life in the dry savannas. This lesson will explore the concept of dependence through a physical class activity and the life cycle of the baobab tree.

Objectives

Students will be able to:

- Successfully complete a lap circle by being dependent on each other.
- Learn about and create the Tree of Life in the classroom.

Grade Level

4-6

Time

One class period

Materials

Tree of Life by Barbara Bash; San Francisco: Sierra Club Books, 1989
Handout #25, "The Baobab Tree"
Drawing paper (about 8 1/2" x 11")
Markers and colored pencils
Construction paper
Paste/glue

Procedure

1. Have the students stand in a circle with their backs to the center of the circle and with their shoulders touching.

2. Have everyone turn a little to their left so that they are standing behind each other in the circle facing forward.

3. Ask the students to slowly sit down in the lap of the person behind them. In order for the game to work everyone should sit at the same time. Repeat the procedure, if necessary, until the class successfully completes the lap circle.

4. Pick three children to stand while everyone else sits in the lap circle again.

5. Since the game will not work unless everyone cooperates and sits down together, use that example to introduce the concept of *dependency*.

6. Expand the discussion to include classrooms, families, and businesses.

7. Read *The Tree of Life* to the class and ask them to look for examples of dependence throughout the book.

8. Discuss the story asking the following questions:

©CTIE
University of Dayton

- What examples did you find in the book that showed dependency?
- On what is the baobab tree dependent?

9. Assign each student something from Handout #25. Have them draw a picture of it using *The Tree of Life* for reference.

10. Put the baobab tree up on the wall. Have the students make a paper chain and attach their pictures to it. The chain should go around the room and end up back at the tree to symbolize the circle of life.

Follow-up

1. Ask the students to draw comparisons between the lap game and *The Tree of Life*.

2. Have the children think of some examples of dependence in other books they have read.

Further Suggestions

1. As a class, research and discuss food chains.

2. Have the students paint a picture of their favorite part of the story and write a poem about it.

ERIC
University of Denver

THE BAOBAB TREE

Yellow-collared lovebird

Mosque swallow perch

Orange-bellied parrot

Yellow-billed hornbill

Lilac-breasted roller

Sweat bees

Cotton bollworm

Longhorn beetle

Elegant grasshopper

Masonga caterpillar

Cotton stainer bugs

Flea beetles

Long-tailed mealy bugs

Bush babies

Fruit bats

Eland

Impalas

Dik-dik

Giraffe

Red-headed weaver

Buffalo

Baboons

Boomslang snake

Praying mantis

Stick insect

Flap-eared chameleon

Honey guide bird

African people

Elephants

Baobab Tree

©CTIR
University of Denver

ANIMAL TIC TAC TOE

Introduction

This is a good introductoey activity for learning about African animals. Pictures of several animals are discussed with the class, and then a game of Tic Tac Toe is played using the names of the animals just introduced. The game of Tic Tac Toe is played like Bingo. Players try to be the first to get three markers in a row to win.

Objectives

Students will be able to:

- Associate animal names with pictures.
- Have fun using copying and listening skills in a game.

Grade Level

1-3

Time

One class period

Materials

Ten or more pictures of African animals
Handout #28, "Tic Tac Toe"
Stickers, animal crackers, or badges, etc., to use as prizes for the game
Game markers - 9 for each student (beans, poker chips, or paper squares work well)
Pencils

Procedure

1. Show at least ten pictures of African animals to the class. Discuss the names of the animals and one or two observations or facts about each picture.

2. Write the following names of African animals on the board. Then pass out Handout #28 and nine markers for each student. Have students choose any nine words to copy onto their papers.

ANIMAL NAMES

baboon	hippo	rhino
flamingo	vulture	hornbill
impala	warthog	wildebeest
eagle	elephant	lechwe
springbok	lion	waterbuck
hoopoe	zebra	cape buffalo
leopard	gazelle	monkey
lion	cheetah	jackal

3. Call out the name of one animal at a time, like Bingo, and have the students put a marker on that name if it is on their paper. The names of the animals may either be put into a box to be drawn out, or they may be left on the board and marked off. When the students have three markers in a row, they raise their hands or call out, "Tic Tac Toe." Use animal crackers or animal stickers for prizes if they are available. After playing several games, try a few games of Blackout in which all of the squares must be covered in order to win.

OCTIR
University of Denver

4. Check the "Tic Tac Toe" papers for correct spellings and let the students take them home to read to their parents.

Follow-up

1. Play Tic Tac Toe using other categories: plants, countries, words from other languages, children's names, etc.

2. Play animal charades.

3. Sing "Old McDonald Had A Farm" using the names of these animals.

ERIC
University of Denver

TIC-TAC-TOE

ROAR INTO EXTINCTION

Introduction

Conservation of our wildlife is of great importance and concern to people today. An activity about this subject discusses some of the endangered African animals which are becoming extinct, the causes underlying their extinction, and what is being done about saving these animals.

Objectives

Students will be able to:

- Identify and name five endangered animals from pictures.
- Define the words "extinct" and "endangered species."

Grade Level

K-3

Time

One class period

Materials

Pictures of endangered African animals, for instance gorilla, lion, cheetah, addax, and elephant
Handout #27, "Lion"
Pencils
Crayons or markers
Scissors
Glue/paste

Procedure

1. Discuss the pictures and tell the students why the animals are endangered.

2. Play a guessing game of charades. Place the pictures where the students can see them. Choose a student to act out one of the animals while the rest of the class tries to guess which animal it is.

3. Ask the students why it is important to save animals and not let them become extinct. Discuss the children's feelings and values about this matter.

4. Discuss the ways that people are trying to protect these animals: large areas of land are set aside as preserves for the animals, people are not allowed to live or hunt there, laws are passed to make hunting illegal, and animals are captured and sent to zoos in order to protect them from becoming extinct.

5. Distribute Handout #27 and have students color and cut out the lion's head on the handout and glue it at the top of the piece of lined paper. Write down the names of the five endangered animals discussed today on the lined paper. Encourage the students to share what they have learned with their families after school today.

©CTIR
University of Denver

6. Discuss the following:

- What is the definition of an "endangered species"?
- What does "extinct" mean?
- What causes animals to become extinct? (Hunting, drought, wars, capturing animals for zoos and research, and being chased from their hunting and grazing lands by people)

7. Review the names of the five animals discussed today (gorilla, cheetah, lion, addax, and elephant).

Follow-up

1. Play the charades game another day as a way of reviewing the names of the endangered African animals.

2. Find out about other species of animals which have become extinct.

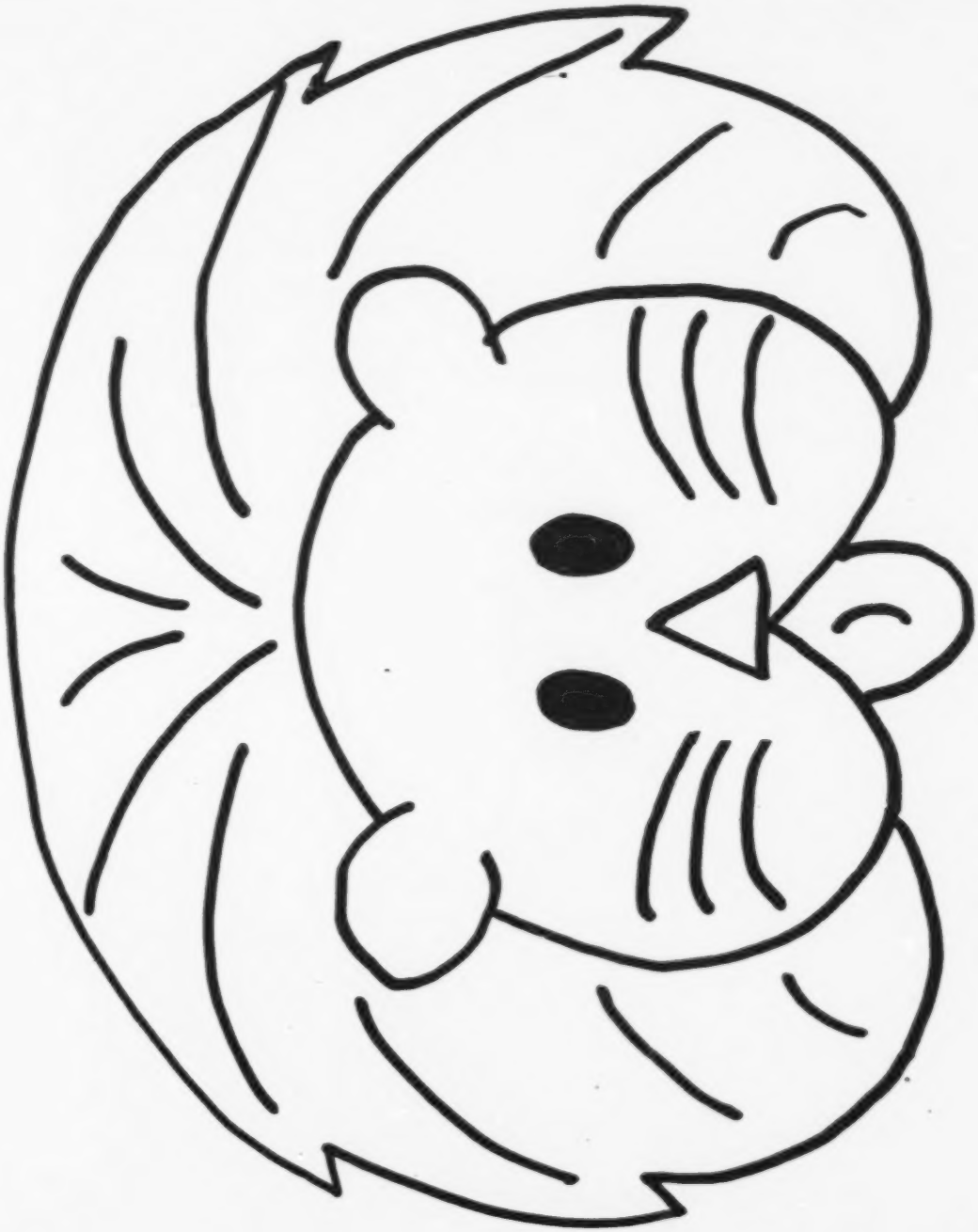
3. Invite a speaker to talk to the class about animal conservation.

4. Have the students write letters about their concerns for saving endangered animals. Mail them to a concerned organization or individual.

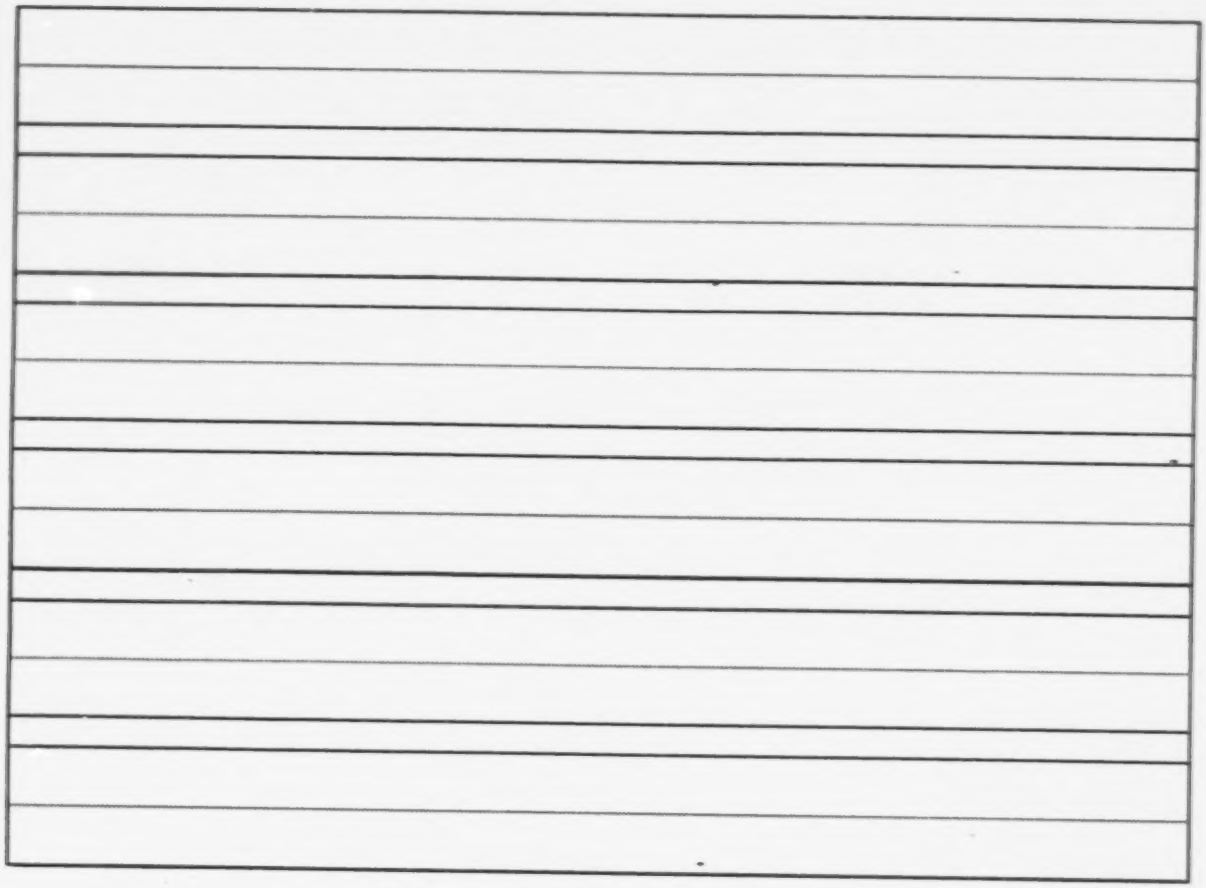
5. Take a trip to the zoo to see some of the endangered animals.

©CTIR
University of Denver

LION



©CTIR
University of Denver



©CTIR
University of Denver

GRAPH THAT ANIMAL

Introduction

This math activity uses a box of animal cookies as a motivation for classifying, counting, and graphing animals.

Objectives

Students will be able to:

- Classify animals into several groups.
- Accurately count and record the results on a bar graph.

Grade Level

1-3

Time

30 minutes

Materials

1 (or more) small boxes of animal cookies
Large tray or napkins for crackers
Pencils
Crayons
Handout #28, "Graph That Animal"

Procedure

1. Have the class sit in a circle. Hold up the box of animal cookies and have the students estimate how many might be in it. Write down their answers on the chalkboard. Ask what types of animals would be in the box. What kinds of African animals are in the box? Explain that some of the animals in the box live in Africa, but not all of them do. Tell the students that they will classify and count the animals, and put our results on a graph. Explain that the graph is a paper that shows us how many animals we have. We have to color in a box for each animal to show the results on a graph.

2. Open the box of animal cookies on the tray or napkins and let two or three students sort them into the different animal groups in the center of the circle. Write down the results on the chalkboard: 2 tigers, 5 lions, 3 elephants, etc.

3. Have the students count the total number of animals and write that on the chalkboard.

4. If there are several boxes of animal cookies, the students may work in groups. Otherwise, the class can all graph the contents of the same box. Pass out Handout #28 and explain how to color the boxes from the bottom toward the top of the graph. Demonstrate on the chalkboard if necessary. Do the first several groups of animals together, assisting those who need it. The students will need to write more animal words at the bottom of the graph and these can be copied from the chalkboard. (Animal cookie boxes vary in content and do not all contain the same types of animals.) Write down the total number of animals in the space provided.

©CTIR
University of Denver

5. Eat the cookies.

6. While eating the cookies, discuss the following:

- What do our graphs show us?
- How many tigers are there?
- How many camels are there?
- How many different kinds of animals did we classify?

Follow-up

1. Graph a large box of cookies as a group or center activity.

2. Draw animals.

3. Glue some animal cookies onto a paper and draw a background to go with them.

©CTIR
University of Denver

GRAPH THAT ANIMAL

6												
5												
4												
3												
2												
1												
	A	B	C	D	E	F	G	H	I	J	K	L

Total Number Of Animals _____

©CTIR
University of Denver

RESOURCES

©CTIR
University of Denver

PRINTED MATERIAL

Aardema, Verna. *Bring the Rain to Kapiti Plain.* NY: Dial, 1981.

_____. *Who's In Rabbit's House? A Maasai Tale Retold.* NY: Dial, 1977.

_____. *Why Mosquitoes Buzz in People's Ears.* USA: Holyoke Lithographers Company, Inc., 1975.

Achu, Kamala. *Nigeria.* Countries of the World Series. NY: The Bookwright Press, 1992.

Amin, Mohamed and John Eames. *Kenya.* Insight Guides Series, Germany, U.S. Edition: Prentice-Hall Inc., 1985.

Bash, Barbara. *Tree of Life.* San Francisco: Sierra Club Books, Little, Brown and Company, 1989.

Bernheim, Marc and Evelyne. *From Bush to City, A Look at the New Africa.* NY: Harcourt, Brace and World Inc., 1966.

Belasco, Milton Jay and Harold E. Hammond. *Africa, History, Culture, People.* Third revised edition. NY: Globe Book Co., 1981.

Bleeker, Sonia. *The Masai: Herders of East Africa.* NY: Morrow, 1963.

Bond, Jean Carey. *A is for Africa.* NY: Franklin Watts, 1969.

Brian, Jackman. *The Marsh Lions.* Boston, MA: David R. Godline, 1963.

Brown, Marcia. *Shadow.* NY: Aladdin Books, 1982.

Carpenter, Allan. *Kenya.* Chicago, IL: Children's Press, 1973.

Carr, Archie Fairley. *The Land and Wildlife of Africa.* NY: Time, 1964.

Chiasson, John. *African Journey.* NY: Bradbury Press, 1987.

Children's Press. *Ghana.* New True Book Series. Chicago, IL: Author, 1992.

Climo, Shirley. *The Egyptian Cinderella.* NY: Thomas Y. Crowell Junior Books, 1989.

Coatsworthy, Elizabeth. *Ronnie and the Chief's Son.* NY: McMillan, 1962.

Corwin, Judith Hoffman. *African Crafts.* NY: Franklin Watts, 1990.

Cuthbert, Valeria. *Beneath the Rainbow: A Collection of Children's Stories and Poems from Kenya.* Volume 1. Nairobi, Kenya: Jacaranda Designs Limited, 1994.

©CTIR
University of Denver

Daly, Niki. *Not So Fast Songololo.* NY: Viking Penguin Inc., 1985.

Donna, Natalie. *Boy of the Masai.* NY: Dodd, Mead and Co., 1964.

Educational Research Council. *Cultures of the World.* Teacher's Guide. Boston, MA: Allyn and Bacon, Inc., 1982.

Fellings, Muriel L. *Jambo Means Hello.* NY: Dial, 1974.

_____. *Moja Means One: Swahili Counting Book.* NY: Dial, 1971.

Gakuo, Kariuki. *Nyumba ya Mumbi: The Gikuyu Creation Myth.* Nairobi, Kenya: Jacaranda Designs Limited, 1992.

Georges, D.V. *Africa.* A New True Book Series. Chicago, IL: Children's Press, 1986.

Graham, Lorenz. *I, Momolu.* NY: Crowell, 1966.

Greenfield, Eloise. *Africa Dream Publishers. 1977.*

Guillot, Rene. *Pascal and the Lionness.* NY: McGraw Hill, 1965.

Halmi, Robert. *Visit to a Chief's Son.* NY: Holt, Rinehart, and Winston, 1963.

Haskins, Jim. *Count Your Way Through Africa.* Minneapolis, MN: Carolrhoda Books, Inc., 1989.

Huxley, Elspeth Joscelin Grant. *The Flame Trees of Thika, Memoirs of an African Childhood.* NY: Harmondsworth Penguin, 1959.

Iwago, Mitsuaki. "The Serengeti." *National Geographic.* May 1986.

Jacaranda Designs Ltd. *Mcheshi Goes on a Journey.* Nairobi, Kenya: Author, 1993.

_____. *Mcheshi Goes to the Market.* Nairobi, Kenya: Author, 1993.

_____. *Mcheshi Goes to the Game Park.* Nairobi, Kenya: Author, 1994.

Johnson, Burdetta Faye. *African Lions and Cats.* NY: D. McKay Co., 1969.

Johnson, James Ralph. *Animal Paradise.* NY: D. McKay Co., 1969.

Jones, David Keith. *Faces of Kenya.* London: Hamilton, 1977.

Kaula, Edna Mason. *The Bantu Africans.* NY: Franklin Watts, Inc., 1968.

_____. *Land and People of Kenya.* Philadelphia: Lippincott, 1968.

©CTIR
University of Denver

Kenyatta, Jomo. *Facing Mount Kenya*. Nairobi and London: Heinemann Educational Books, 1938, 1982.

Khalfan, Zulf and Mohamed Amin. *We Live in Kenya*. NY: The Bookwright Press, 1984.

King, A.C. Bridget and Kioi wa Mbugua. *Beneath the Rainbow: A Collection of Children's Stories and Poems from Kenya*. Volume II. Nairobi, Kenya: Jacaranda Designs Limited, 1994.

Kipling, Rudyard. *Just So Stories*. NY: Doubleday and Company, Inc., 1912.

Kroll, Virginia. *African Brothers and Sisters*. NY: Four Winds Press, Macmillan Publishing Company, 1993.

Larsen, Peter and Elaine. *Boy of Dahomey*. NY: Dodd Mead and Company, 1970.

Leakey, Louis B. *The Wild Realm: Animals of East Africa*. Washington, D.C.: National Geographic Society, 1969.

Leslau, Charlotte and Wolf, compiled by. *African Proverbs*. NY: Peter Pauper Press, Inc., 1985.

Lobsenze, Norman M. *The First Book of East Africa: Kenya, Uganda, Tanganyika, and Zanzibar*. NY: Watts F., 1964.

Lye, Keith. *Take a Trip to Kenya*. NY: Franklin Watts, 1985.

Mapanje, Jack and Landeg White. *Oral Poetry from Africa*. NY: Longman, 1983.

Margolis, Barbara A. *Rehemo's Journey: A Visit to Tanzania*. NY: Scholastic, Inc., 1990.

Mason, Jerry, ed. *The Family of Children*. NY: A Ridge Press Book, 1979.

Mbugua, Kioi wa. *Inkishu: Myths and Legends of the Maasai*. Nairobi, Kenya: Jacaranda Designs Limited, 1994.

McDermott, Gerald. *Anansi the Spider: A Tale from the Ashanti*. NY: Puffin, 1977.

McKenna, Nancy Durrell. *A Zulu Family*. Minneapolis, MN: Lerner Publications Company, 1986.

Merson, Annette. *African Cookery*. USA: Winston-Derek Publishers, Inc., 1987.

Mitchison, Naomi. *African Heroes*. NY: Farrar, 1969.

©CTIR
University of Denver

Moon, Bernice and Cliff. *Kenya is My Country*. NY: Marshall Cavendish, 1986.

Musgrove, Margaret. *Ashanti to Zulu: African Traditions*. NY: Dial, 1980.

Nelson, Wayne E. and Henry Glass. "Buzz." *International Playtime-Classroom Games and Dances from Around the World*. USA: Fearon Teacher Aids, part of the Education Group of Simon and Schuster, 1992.

Nii Owoo, Ife. *A is for Africa*. Trenton, NJ: Africa World Press, Inc., 1991.

Perkins, Carol Morse. *The Shattered Skull*. NY: Atheneum, 1965.

_____. and Marlin Perkins. *I Saw You From Afar*. NY: Atheneum, 1965.

Perl, Lila. *East Africa: Kenya, Tanzania, Uganda*. NY: Morrow, 1973.

Phillipson, David W. *African Archaeology*. Cambridge, London: Cambridge University Press, 1985.

Pine, Tillie. *The Africans Knew*. NY: McGraw-Hill, 1967.

Ross-Larson, B.C. *The Kikuyu Live Off the Land*. Minnesota: Amecus Street Book, 1972.

Schaffer, Frank. *Art Projects for Kids*. Palos Verdes Estates, CA: Frank Schaffer Publications, 1983.

Seattle Public School District No. 1. *Rainbow Activities*. South Elmonte, CA: Creative Teaching Press, Inc., 1987.

Shachtman, Tom. *Growing Up Masai*. NY: Macmillan, 1981.

Stein, R. Conrad. *Kenya*. Chicago, IL: Children Press, 1985.

_____. *Enchantment of the World Series*. Includes books on South Africa, Egypt, Kenya, and Morocco. Children's Press.

Stanley, Diane and Peter Venneman. *Shaka*. NY: Morrow Junior Books, 1988.

Stein, Mimi. *Majola, A Zulu Boy*. NY: Julian Messner, 1969.

Stewart, Judy. *A Family in Sudan*. Minneapolis, MN: Lerner Publications Company, 1987.

©CTIR
University of Denver

_____. *A Family in Morocco*. Minneapolis, MN: Lerner Publications Co., 1986.

Strum, Shirley C. "Life with the 'Pumphouse Game'" *National Geographic*. May 1975.

Sudan. Visual Geography Series. Minneapolis, MN: Lerner Publications Company, 1988.

Sutherland, Efua. *Playtime in Africa*. NY: Atheneum, 1963.

Thomas, Allen Jennings. *Africa*. Grand Rapids, MI: Fideler Co., 1974.

Troughton, Joanna. *Tortoise's Dream*. NY: Bedrick/Blackie, 1980.

White, Peter T. "Tanzania Marches to It's Own Drum." *National Geographic*. April 1975.

Willcox, A.R. *The Rock Art of Africa*. NY: Holmes, 1984.

©CTIR
University of Denver

RESOURCE CENTERS

African Studies Educational Resource Center: Michigan State University; 100 Center For International Programs, East Lansing, MI 48824; 517/353-1700. Teaching resources are available on African countries and issues.

American Friends Service Committee, Inc.: 1660 Lafayette St.: Denver, CO 80218; 303/832-1676 (or find an office in your area). Excellent curriculum materials on food, hunger, and other African issues. Free handouts on many countries and global concerns.

Brigham Young University: David M. Kennedy Center for International Studies, Publications, PO Box 14538, Provo, UT 84602-4538; 801/378-6528; 800/528-6279. Publications, resources, academic courses, training and *Culturegrams*. *Culturegrams* are four page country information sheets containing data and facts on over 100 different countries.

CARE: 1301 Pennsylvania St..; Suite 440; Denver, CO 80203-5011; 303/837-0200. They distribute information about hunger programs all over the world and raise money to assist countries. It provides background information for the classroom pertaining to development, people, hunger, and environmental concerns.

Center for Teaching International Relations (CTIR): University of Denver; Denver, CO 80208; 303/871-3106; 800/967-2847. Publications, programs, resource center, and advice on how to incorporate international and multicultural studies into the curriculum.

Stanford Program on International and Cross-Cultural Education: Institute for International Studies; Littlefield Center, Room 14C; Stanford University; Stanford, CA 94305-5013. Publishes precollegiate teaching materials designed to make students aware of their role in the world.

©CTIR
University of Denver